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April 1972

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TODAY'S EDUCATION

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NEWS AND TRENDS

Teacher Education Schools Start To Cut Back

Confronted with a shortage of teaching positions in the nation's elementary and secondary schools, many colleges and universities are "moving to trim the numbers of teachers they turn out each year," according to a recent Wall Street Journal survey. Some are paring education programs or tightening admissions requirements. Others, particularly state institutions that have long specialized in teacher education, are revamping curriculums in an effort to channel students into areas where job opportunities are expected to expand. Efforts to reduce freshman enrollments are already meeting with some success. An annual survey of college and university enrollments reports a drop of 14 percent this year in freshmen enrolled in schools of education, compared with a decline of only 0.7 percent in total freshman enrollment.

Commission Urges States To Fund Schools

The President's Commission on School Finance has called for a shift in the financing of public schools from the local property tax to state taxes. The report, presented to President Nixon in March, also suggests that federal funds for education be channeled through the states. The Commission said, however, that local boards of education should continue to have "wide latitude" in running schools.

NEA said that the long-awaited report displays a sensitiveness to the educational and financial problems facing schools but that the recommendations "fall far short of the financial assistance school systems need to solve their serious education problems."

Federal Office of Gifted and Talented Education Set

U.S. Education Commissioner Sidney P. Marland, Jr., announced in February the establishment within the U.S. Office of Education of an Office of Gifted and Talented Education, which, he said, will give increased attention to the education of more than two million gifted and talented elementary and secondary school students. The new office, according to USOE spokesmen, "will begin immediately to study existing programs in the Office of Education to determine which of these, in addition to specific financial and program commitments made in Dr. Marland's report to the Congress, can be utilized this fiscal year and next."

Assessment Tests Show Low Writing Skills

Nine-year-olds show almost no mastery of basic writing mechanics, according to a recent survey. About half of their papers contained multiple misspellings and sentence fragments. The National Assessment of Educational Progress conducted the survey by asking essay-type questions of four age groups—9, 13, 17, and young adults. The 13-year-olds' essays, the NAEP report said, ranged from low-quality ones that showed almost no understanding of written language to those that handled the conventions of written language well but did not go beyond simple constructions.

A "considerable number" of the 17-year-olds still had great difficulty with spelling, word choice, and other skills. Among young adults (ages 26-35) there was a strong reluctance to write at all—29 percent refused to even

attempt the writing exercises. Those who did participate made fewer word choice errors than the other groups, although 60 percent of the papers still contained misspellings.

A separate study on the composition processes of twelfth graders, reported by the National Council of Teachers of English and carried out by Janet Emig of Rutgers University, charges that American teachers of composition don't do an effective job because they don't write themselves and don't read the best writers. Most teachers of composition "have no recent, direct experience of a process they purport to present to others," the report says.

White Southern Academies May Lose Tax Exemption

The Internal Revenue Service has threatened to end tax exemptions for 69 private "white academies" in the South. The action follows a nationwide survey of private schools made after IRS announced in 1970 that private schools practicing racial discrimination are not eligible for tax-exempt status. IRS has notified these schools that they are in danger of losing their tax-exempt status. The final step could be outright revocation. In that case, personal contributions to these schools would no longer be tax-deductible.

IRS has already withdrawn tax-exempt status from 33 private schools in Mississippi, following court rulings that tax exemptions for segregated private schools are unconstitutional.

College Dropout Figures Revealed by Survey

A nationwide study shows that at the end of four years 53.3 percent of students at four-year colleges and universities and 61.6 percent at two-year colleges had not received degrees at their first institution. However, if those who were still enrolled or had merely requested that transcripts be sent to other institutions are counted as "persisters," the percentages of "dropouts" are only 18.9 percent at four-year institutions and 34.1 percent at two-year colleges. The study was made by the American Council on Education.

Other findings noted were: Women were slightly more likely than men to obtain the degree within four years at their institution of first enrollment but, since men were more likely to be "persisters," women still had a higher dropout rate. Black students had higher dropout rates than nonblack students. There was clearly a consistent relationship between academic performance in high school and persistence in college—students with A or A+ averages in high school were nearly three times as likely to receive bachelor's degrees within four years as were students who made grades lower than C in high school.

Schools Called Permissive on Student Smoking

U.S. Surgeon General Jesse L. Steinfeld has condemned the "permissive attitude toward student smoking we are seeing in many of our high schools." Steinfeld said that studies of high school students indicate that "it does not take 20 to 40 years" for the damaging effects of smoking to show up. He stated that some school authorities encourage the habit by setting up official smoking areas. [See "ZIP Code" letter beginning on page 10 of this issue.]

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the NEA Reporter. Members in some unified states receive Reporter news through joint NEA-state association newspapers.

This school is about to teach a course it never could before. By phone.

Recently a high school found that some of its students needed courses in applied chemistry and advanced Latin, in order to work for a local drug manufacturer. Yet the number did not justify adding faculty.

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Writing for *Today's Education*

How does one break into the *Journal*? I have submitted articles to you numerous times, but they never make it into print.

—A would-be *Journal* author.

♦ *It may help you to know that for the coming year the* Journal *is particularly interested in brief articles (600-800 words) written in clear, straightforward English that describe successful, innovative teaching practices.*

In addition, you may want to consider the following suggestions, which appeared several years ago in "After All."

1. Choose a topic on which you have information and/or convictions. Write clearly, to communicate, not to impress. If the article grows out of your teaching experience, cite brief, true, human-interest anecdotes. A bit of humor helps—if you don't have to strain for it.

2. Put your manuscript aside. When you read it aloud a week or so later, be as critical as if someone else had written it. Does it sound like a term paper? If so, rewrite. Is it logically organized? If not, rewrite. Is it boring? If so, rewrite and shorten. Ask a colleague to suggest improvements. Rewrite.

3. Type the article, double-spaced (saving a carbon for yourself). Submit with the understanding that you will probably not get an immediate decision. Choosing from among the several thousand submitted each year the 4 or 5 percent that the magazine's limited space permits using takes editorial time and soul-searching. Whether or not your article is selected depends on affirmative answers to questions such as these:

a. Do the editors consider it exceptionally interesting, well-written, readable? Sometimes a masterpiece fails to gain recognition, but as a rule an excellent article stands out against the manuscript horizon like the Washington Monument.

b. Is the topic or treatment too significant or thought-provoking or innovative to be passed by?

c. Does an expert on the subject, whose advice is sought by the editors, find it accurate in fact and interpretation?

d. Did the article arrive in time for appropriate scheduling? July or August (not November) is the time to submit a Christmas story.

Returning manuscripts is an editor's saddest chore; sending word of their acceptance, the happiest.

Higher Education Edition of Journal

I was happy to see your "Higher Education Edition" in the January issue. As one who has been concerned with the Senate Professional Association for some

(*Continued on page* 10)

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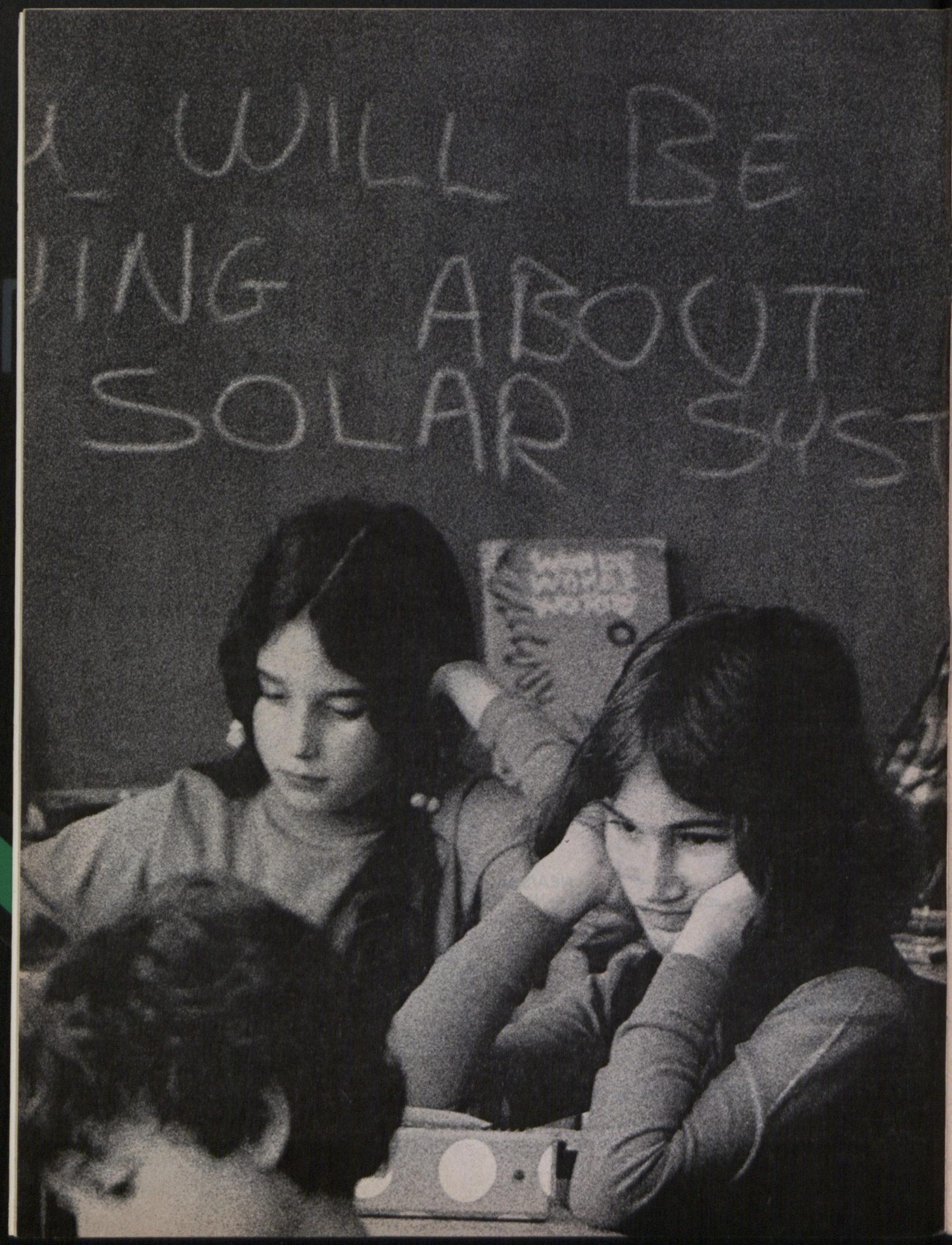
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ZIP . . .
(*Continued from page 6*)

time now, I was glad that you brought information about it to the attention of NEA members.

May I express the hope that this will be a regular and expanding section in *Today's Education?*

—Edward Fiess, *president, SPA chapter, NYSTA/NEA, State University at Stony Brook (New York).*

♦ *NEA members in higher education receive copies of Higher Education Editions of* Today's Education *in place of regular editions.*

Administrators, Good and Bad

I was impressed, and favorably so, by Bert I. Greene's article, "The Frustration of College Professors," in the February issue. Fine article!

However, when Professor Greene says that he and others like him feel frustrated by administrators, he tends to overlook an important point: He should get busy and strengthen the faculty organizations on his campus—or start a new one, if necessary.

I've worked for good deans and bad deans and for good and bad department chairmen. And that goes for college and university presidents, too. My experience has been that they tend to be good where teachers' organizations are strong.

—William H. Fisher, *professor of education, University of Montana, Missoula.*

Speaking for NASA

I read the first page of Edgar Cortright's article, "Technology and a Time of Crisis" (February), with restrained glee. Mr. Cortright's initial denunciation of the military use of technology is a delightfully anomalous proclamation from a NASA director. While he decries this "grotesque application of intellect," Mr. Cortright's true colors (red, white, and blue) emerge later in the article and appear to transcend whatever anxiety is caused by impending military-technological destruction.

Mr. Cortright apparently is willing to export "aircraft and computers" in order to preserve our balance of trade. A curious hierarchy of values indeed. Although "today we find ourselves in the ludicrous position of sitting with our trigger fingers on enough nuclear rockets to destroy the world," Mr. Cortright asserts the necessity to "remain preeminent in technology in order to meet both commercial and military competition."

Mr. Cortright's mistake is the same one that created the present "ludicrous position" in the first place. Both sides falsely assume, due to distrust and paranoia, that they must remain militarily and technologically preeminent to meet the competition. Certainly, the author's proposals cannot be considered "critical self-examination" (as he puts it), or even a step in the right direction, since they grow out of the same set of false assumptions which helped to create our technological "age of anxiety."

—Thomas M. Domer, *Department of History, University of Wisconsin at Milwaukee.*

The article by a NASA staffer said, in effect, that we should not work to detoxify relations with the Soviet but should keep up the Cold War expenses of defense instead of diverting the money spent previously on such to more relevant causes like education. I feel that the author is speaking for NASA and technicians and not NEA and teachers. I deplore the appearance of this article in what is an excellent informational magazine for teachers.

—Lee C. W. Hutchison, *Student NEA member, Washington, DC.*

More on No Smoking

Responses to Robert W. Cornell's contention that all schools should ban all smoking ("No Smoking on School Property," January) continue to pour in. Although most are in complete agreement

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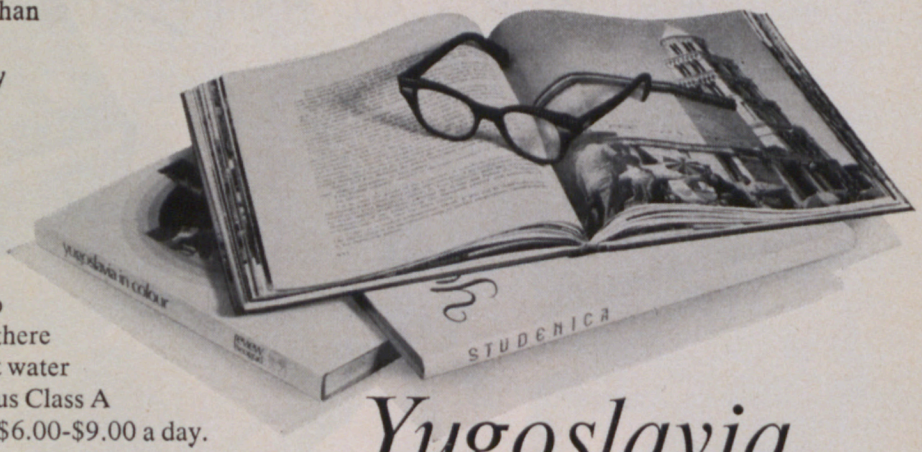

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with Mr. Cornell, a number, such as the one that follows, express reservations and offer alternatives.

We at Hanover High School suggest that Mr. Cornell's statement represents a fine ideal but fails to recognize the basic issue that a rule is not a good rule if it cannot be enforced.

Most high school students who smoke have made the decision to do so with knowledge of the recent medical evidence proclaiming the dangers of cigarette smoking. They cannot escape this evidence if they attend school, read newspapers or magazines, or watch television.

We established a smoking room at Hanover High School in order to isolate the smokers as much as possible from the nonsmokers. Previously, our nonsmoking rule had not cut down on smoking; it had merely driven smokers into the lavatories and under stairwells to smoke their cigarettes.

Enforcing the rule would have required constant patrolling by our staff, a commitment of dollars and human resources we were not willing to make. Also, we feared the negative tone such a procedure would have set for the school. Since the smoking room opened, most smokers have used it, thus netting a significant gain in clean air in the various school lavatories.

Interestingly, some nonsmokers have exerted peer pressure against smokers who have tried to continue using lavatories as places in which to smoke. This represents an enforcement dimension that we did not have before, since many nonsmokers felt smokers should have the right to choose smoking and refused to exert no-smoking pressure when the smokers had no place to exercise that right.

Our policy on smoking has been coupled with no letup in our efforts to convince students of the health dangers of cigarette smoking. In fact, the most prevalent sign in our school reads: "Common Sense and Common Courtesy Suggest No Smoking."

—Linwood H. Bean, Jr., *assistant principal, Hanover (New Hampshire) High School (incidentally, a nonsmoker).*

Membership in the United Profession

The "After All" columns in the February issue gave an excellent presentation of the case for joining all three of our education associations. I'd like to see copies made available to all building representatives to post and hand out to their colleagues.

—Ann P. Marshall, *unit representative, GEA/CTA/NEA, Goleta, California.*

January 1972 Issue

Jackpot! Bonanza! Windfall! Treasures! The January issue brought a number of gems, particularly "Specific Learning Disabilities," "The Pampered Child," "Intensive Care for the Academically Disabled," "Creative Kids," and "Children's Science Walk."

Each of them said something special that was of significant help. It seemed as though you had read our minds in presenting these articles.

—David W. Weaver, *principal, Silverdale Primary School, Maysville, North Carolina.*

I write to convey my praise and thanks for your January feature, "Children Who Present Special Challenges," and particularly for the article about those with specific learning disabilities. This article needs to reach *all* teachers, because in many classrooms there are undiagnosed learning-disabled youngsters. If you have helped a few teachers to see the restless, disorganized underachieving child in a different light, then you have been of service to that "hidden" SLD child.

—Harriet Haberstroh, *resource teacher for the learning disabled, Central Valley (New York) Elementary School.*

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NEW ENGLANDERS. Well, not entirely, because this tour of Eastern Seaboard sights and sites features a 17th century Virginia plantation, colonial Williamsburg, and the city of Washington, D.C., in addition to historic areas of Pennsylvania, New York (including Niagara Falls), Rhode Island, and Massachusetts. Return to Washington via a different motor route.

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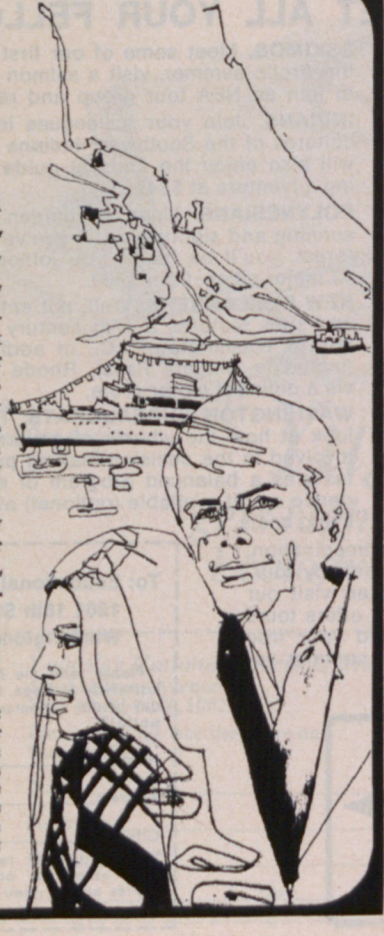

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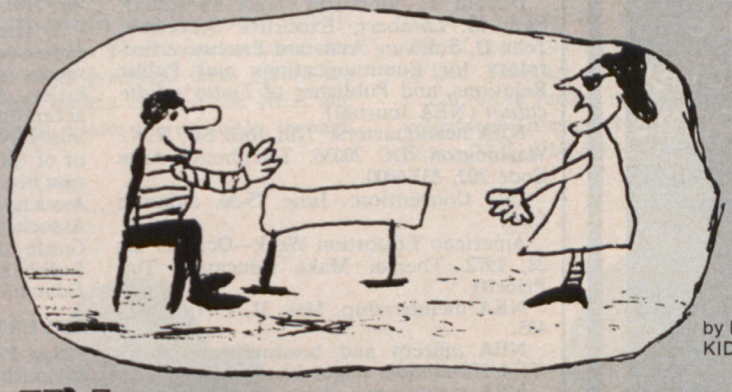

by Bill Neuman, Age 11
KIDS Issue #3

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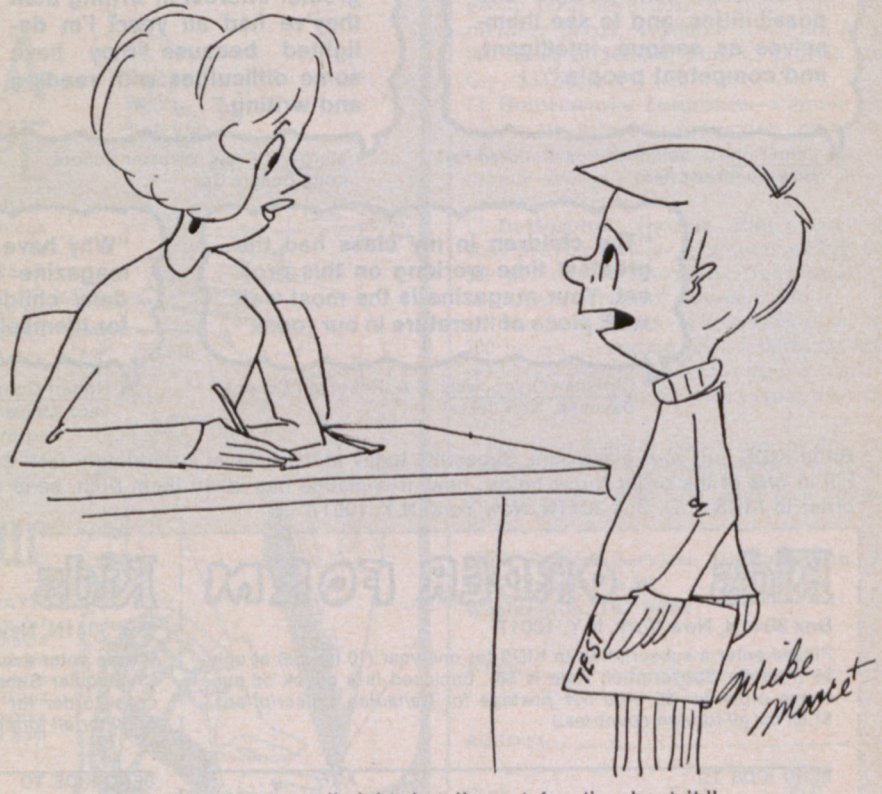

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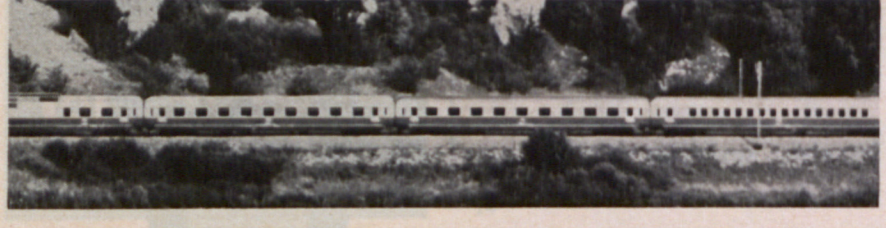

TEACHER OPINION POLL

Should Pupils Evaluate Teachers?

Consumer satisfaction is a generally recognized method of judging the value of a product or service. In the schools, it is the pupils who are consumers. Should not then pupils evaluate their teachers? On the other hand, are school-age pupils mature enough to evaluate their teachers accurately?

What do teachers think about being evaluated by their pupils?

A recent Teacher Opinion Poll asked this question of a nationwide sample of classroom teachers in the following form: "Do you favor or oppose the formal evaluation of teachers by the pupils they teach?" Teachers classified their responses as (a) strongly favor, (b) tend to favor, (c) tend to oppose, or (d) strongly oppose.

Results show that teacher opinion on this question is exactly divided down the middle—50 percent in favor and 50 percent opposed. Most responses, however, fall into the two middle categories of "tend to favor" and "tend to oppose." These two categories together account for 70 percent of all responses. Percentages of teachers holding strong opinions are smaller, but a larger percentage of teachers strongly oppose than strongly favor evaluation by pupils.

It might be expected that teachers of elementary pupils would consider children too young to make evaluations, while teachers in the higher grades would be more favorably disposed to the idea of evaluation by pupils. Responses, however, do not confirm this expectation; opinions of elementary and secondary teachers show only minimal differences.

	Total	Elementary	Secondary
Strongly favor	12.0%	10.3%	13.8%
Tend to favor	38.0	39.1	36.8
Tend to oppose	31.9	33.1	30.6
Strongly oppose	18.1	17.5	18.8

Opinions of teachers in different regions of the country are generally similar as are the opinions of teachers in urban, suburban, and rural communities.

—NEA Research Division.

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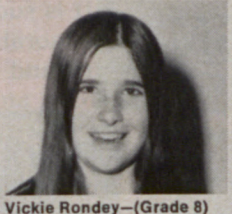

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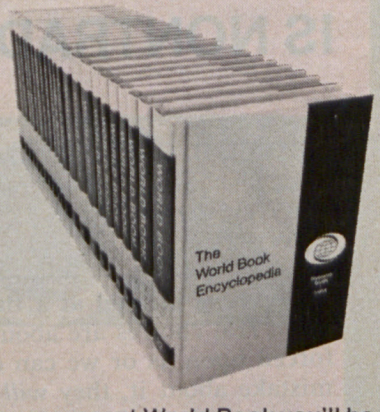

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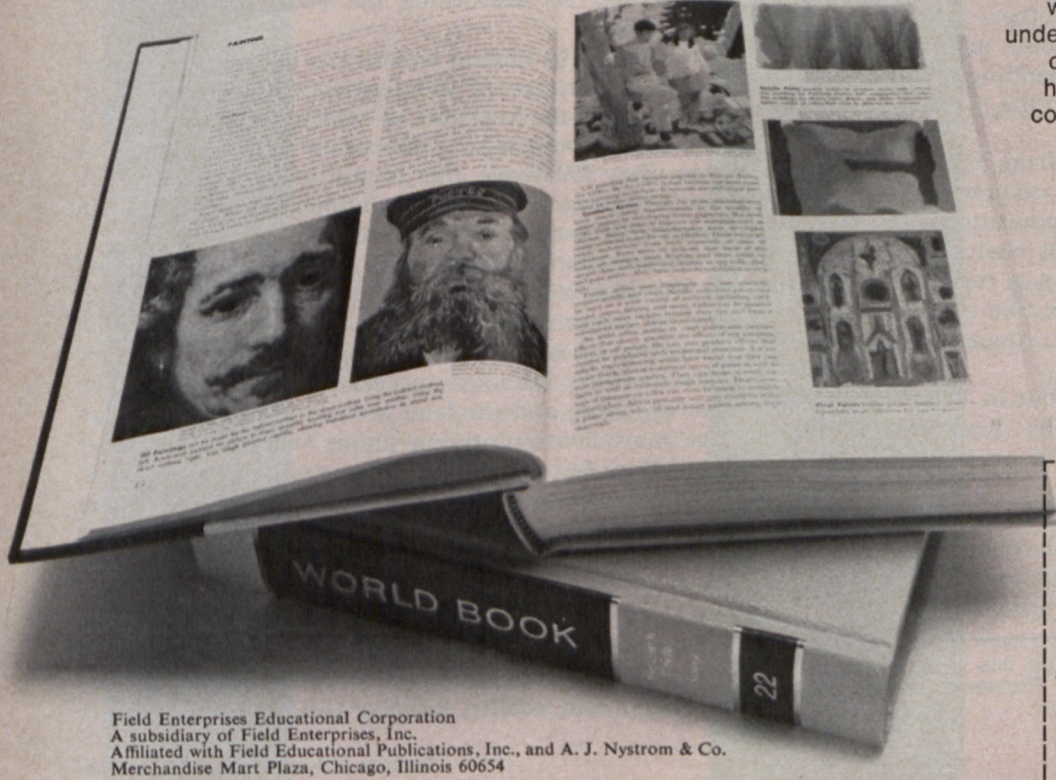

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TODAY'S EDUCATION, APRIL 1972

THE SEARCHING MIND

IS NONTRADITIONALISM

SAMUEL B. GOULD, *chairman, Commission on Nontraditional Study, Educational Testing Service, Princeton, New Jersey; former chancellor, State University of New York.*

□ **We have arrived at a time in the academic world** when real choices are about to be made. They can be forced upon us or we can direct them. And make no mistake about it, they *will be* forced upon us unless we act with more speed, initiative, intelligence, and ingenuity than we have hitherto displayed.

If we educators do not act, others will act for us. The mood of the American people in its assessment of educational need is one demanding a new recognition of and a new adaptation to the forces that shape our destiny as a nation.

What is emerging thus far from this mood is no clear or clarion call. It is a cacophony of protest against far more than current educational philosophy and practice. It is an angry but confused set of confrontations about many matters, a rising tide of mistrust and bewilderment. We see this on every front—in the political, social, economic, educational, and even the religious area.

Revelations of unexplained, but at least outwardly dubious, dealings in politically high places have shaken the traditional faith and pride of the citizen in his country.

Revelations of the gap between promises and achievement in social progress have embittered whole segments of our population and caused them to feel that our democratic ideals are a mockery.

Dr. Gould spoke at greater length on this topic at the 1971 Invitational Conference on Testing Problems, sponsored by the Educational Testing Service.

Revelations of some of the methods and goals of modern economic life have intensified the long struggle of class against class.

Revelations of outworn methodologies, obsolescent subject matter, and growing disregard of the individual, together with an almost arrogant reluctance to be questioned, have placed our educational institutions not merely in an ivory tower but beyond the pale.

Even the church has come in for its share of accusations, for there are schisms within it on matters fundamental to the spiritual life of man.

From all this, in spite of the confusion and bewilderment and anger, a new pattern of life is beginning to show its design. It is not confined to youth, although youth are among its leaders. It is not confined to minorities, nor to the white-collar or blue-collar worker, the small businessman, the conservationist, or the priest.

It is suddenly *everyone*—the medieval Everyman of the morality play risen again and seeing the sins that surround him—fearful that what he always thought strong and right is crumbling before his very eyes. He is seized with an urge to repudiate what has been allowed to happen, stimulated by an overwhelming desire to find a better way. He sees through the glass darkly, but he will not wait for it to clear before he moves. Nor will he worry at the outset as to whether he is moving in the right direction.

Strangely enough, every aspect of today's sense of revulsion against what we have always termed American traditions is founded upon the traditions themselves. We are not witnessing a revolt against American ideals; we are seeing the result of neglect of these ideals.

The belief in human equality is a tradition rooted in our Declaration of Independence and stated again and again as the keystone on which every democratic principle is built, every democratic action taken. But even after 200 years, this is still an unfulfilled tradition; its progress toward fulfillment is deliberate in speed and sometimes reluctant in motivation.

In education, the concept of equality is represented by the idea that every individual, regardless of age, sex, or circumstances, shall have access to as much education as is of benefit. Elementary and secondary education are the most successful examples to which we can point, and the land grant and community college movements represent major successes in higher education. But in the latter, there are still great gaps. Segments of our population are still unserved. There are inequities in the quality of education offered and a persistent lack of unanimity about how valid the tradition itself actually is.

As a result, the current impatience of those who seek more educational options grows more intense. A new insistence is prevalent that additional ways must be found, and swiftly, to bring this tradition close to

BECOMING A

TRADITION?

reality for those hitherto denied.

Protection of our natural resources is another long-standing tradition, though not so long as that of full educational opportunity. Yet here again the patience of the American people is wearing thin as they see the results of man-made pollution all around them. With their own health and those of future generations hanging in the balance, Americans find it difficult to understand why every corrective move must be so slowly and grudgingly made. Their inevitable conclusion is that nontraditional ways must be found to force the issue of pollution to a speedier solution.

The dignity and freedom of the individual is a highly prized tradition in America. But we live in an age that worships bigness for its own sake—an age that is allowing technology to become not just the maker of tools but the shaper of men. As this occurs, individual man becomes more and more a manipulated being, caught in the grip of the mass media, computers, and a huge bureaucratic impersonality.

Even in education, where he should least expect it, the individual finds himself swept into a great collective system that makes him feel puny and of no account, slavishly gathering course hours and credits according to standard patterns that brook few exceptions. And so he shows his rebelliousness in every way he can—in his dress, his speech, his life style, his contempt for his elders, and his repudiation of everything traditional.

Yet all he is seeking is what traditionally has always been deemed desirable and necessary: a place in the sun as a person, as an individual.

An informed people, with truth as the touchstone of information, is similarly an American tradition. To be free to speak, to ask questions and get honest answers, to form judgments on the basis of a full background of knowledge—this has always been part of our heritage. But adherence to this tradition is often more honored in the breach than in its observance.

Truth is partial, at best, and honest persuasion is frequently supplanted by cleverness and even chicanery, whether the task is one of selling a product or explaining a public policy. The confidence of the citizen is shaken when he is repeatedly cheated or misled. Eventually, he becomes suspicious of *all* products or *all* statements. It is small wonder that he is resentful and looks for new ways to guarantee his right to know what is real and true.

The new literature, music, theater, art, and styles of living all reflect a breaking with the past and a rush to create and live in a different sort of world as quickly as possible.

We are witnessing today the birth of the tradition of being nontraditional, of moving away from the norm, of prizing individuality and independence above all else.

Even in its present nebulous or only partially defined state and even with a great body of hostility surrounding it, the swing toward the nontraditional as a way of life is the largest and potentially most powerful movement in America. It touches everyone in one way or another—even those who oppose it. It influences our thinking and actions whether or not we are consciously aware of the fact. It can be a tremendous force for good or evil, for productive reformation or disastrous revolution, depending on how well and with what good order and speed it can be understood and assimilated in our land.

There is a wonderful sort of exhilaration surrounding such a movement. It is fresh and bold and daring; it represents pioneering and innovation and response to challenge. It has youthfulness about it, the excitement of exploring new vistas for mankind, of being unorthodox, of being fearless in the face of adverse reaction. It is in every sense a crusade.

But let me hasten to say that it also has flaws and dangers and pitfalls not to be brushed aside lightly. Some of these may not be the fault of nontraditionalism itself, but they exist nonetheless and should be recognized for what they are.

The first of these flaws originates in an almost uncontrollable impulse of the American people to seize upon the creation of anything new—an idea, a slogan or catchword, a gadget, even a style of education—and to accept it, adopt it, use it, and imitate it over and over so slavishly as to glut themselves quickly to a point of boredom and eventual distaste.

Probably the most obvious example of this is found in television programming. One successful detective mystery show immediately begets six lesser imitations. In just about every field, a new idea is swiftly blown up out of all proportion to its permanent value, and then in many instances fades away.

There is certainly a cyclic pattern to all this. Do you remember when "progressive education" had its heyday a few decades ago? Now it is reappearing as the "open classroom," just as brightly touted at the beginning, yet already beginning to be questioned for its results, as was its former counterpart.

One can find examples of other educational innovations, taken up quickly with much fanfare and then disappearing into oblivion. On the other hand, one can point to innovations such as the "work and study" concept, begun quietly almost 70 years ago, carefully developed by a small number of institutions, and only now coming into its own as an idea with real merit.

My point is that this flaw or danger, whether in nontraditional study or anything else innovative, is not something substantively intrinsic; it is rather a reflection of how as a nation we react to anything new and appealing.

Another flaw lies in the eagerness of the innovator to be first rather than best. We live in times when it is not enough to perform well. Ways must be found to have everyone know about our performance.

The communications media are avid to report exciting efforts of all kinds even when their success is still unproved, and those making the efforts are not at all reluctant about getting the publicity. What is featured and thus remembered by the public is not necessarily the most important element.

Still another peculiarity of any nontraditional movement is its tendency to lapse into a rigidity as firm and intractable as the traditions it replaces. This is a subtle phenomenon, so subtle that it sometimes goes unobserved until an ultimate result has been attained directly opposite to the spirit in which the movement was launched.

The line between conformity and nonconformity can grow finer as the latter grows stronger and is more the vogue. It can, in fact, disappear altogether when the nonconformity movement is so much in the driver's seat and creates so much social pressure that every nonconformist finds himself constrained to conform to the nonconformity.

This can happen in dress, in speech, in food, or in other rather superficial and unimportant areas. Eventually, it can happen in ideas, which are not unimportant at all. What starts as individual freedom ends up as mass consensus.

The culmination of this, if carried to its logical end point, is an intellectual ghetto, self-imposed and intentional. It has no walls around it, but it is just as pernicious and confining, since it lives according to the very practices it professes to despise. The fact that it may be well-intentioned in no way lessens its dangers. When unanimity enters the realm of ideas it usually has about it the odor of fanaticism.

Another danger that lies hidden in a nontraditional movement is the aura of revolution with which it sometimes likes to surround itself, often out of sheer impatience with orderly change and occasionally out of perverse desire to sweep everything and everybody aside and start all over again from the beginning.

This is frequently a rather youthful attitude, the attitude of the "now" generation who are contemptous of history. They feel there is little, if anything, to be learned from the experience of the past. They want quick, immediate results in whatever is undertaken.

We can certainly sympathize with the desire of anyone today, young or old, to see the problems of change solved as quickly as they come upon us. But it is a bit more difficult to agree that all past efforts are valueless, whether in education or anything else.

A nontraditional movement almost by definition is vulnerable to extremism, to untested theories, and undocumented practices. When it takes a revolutionary path, it not only endangers quality but repudiates the experience and refuses the assistance of those who can help bring it to a point of stability. Without a sense of stability, no system can flourish, even (and perhaps most particularly) a nontraditional system. Yet more and more we are being guided by a desire to break sharply with tradition. So apparent is this that the atmosphere of revolt against the conventional has itself become a newly born tradition.

Education cannot withstand the pressure of this phenomenon any more than any other facet of society can, nor should it try. The fact that nontraditionalism is already on its way to becoming a tradition is simply one more proof of how powerful an influence is the present vastly accelerated pace of change. It is time for education to accept this and to conduct itself accordingly.

Nontraditional study represents a trend that we could not stop even if we chose to. But we must see to it that this trend is accompanied by due regard for past achievement that still has relevance, for guarantees of high quality, and for maintaining an atmosphere of stability in the midst of swift change.

What the American people need in education today is not a cutting *back* or a wiping *out* but an adding *to*. We need a broader diversity of subject matter and method if new populations are to be served appropriately. We need more flexible access to education for thousands upon thousands of men and women of all ages who have been denied it. We need new ways to recognize achievement. But all these needs are not simply a substitution. They are new dimensions in an already functioning system where much that is good can be adapted to modern urgencies.

Nothing is to be gained from advocating the complete eradication of the past or present systems because of their shortcomings. Even if this were attractive as a theory, it would be folly as a practice.

Everything is to be gained from coordinating what has been successful with what must now be devised as we enter an era of full educational opportunity. Not only will a better system evolve, but one with surer support from the majority of our citizenry.

Nontraditional study still defies truly accurate definition but some of its elements can be readily identified: *flexibility* and *individualized learning*.

The disappearance of current rigidities in our educational patterns—whether they relate to access, or numbers of courses and credit hours, or types of course modules, or time limits, or whatever else—is now a clear necessity. We are not yet making our process of selectivity one of welcoming students according to individual need, proved by capability and motivation, instead of rejecting them according to arbitrary norms. Our new system, however it may be devised, must be based on individual choice of goals and individualized progress toward those goals.

Insistence upon these two elements alone will serve to increase options and cause sweeping revisions and additions to our traditional practices. It will also point to new necessities in measurement and in counseling not easy to provide but essential to the system's success. The present lockstep can and must be broken and supplanted by a highly personalized approach and a high degree of individual responsibility. □

LIGHT TOUCH

GOODBYE, OLD EASTERN HIGH

JOHN H. HOLLIFIELD, *editor, Center for Social Organization of Schools, Johns Hopkins University, Baltimore.*

□ **Standing on the porch, ready to knock, I recalled** what Dan Reese had told me that afternoon. "Get that Allenby kid for us, Will. Get him, because if you don't, it's goodbye, old Eastern High School."

Goodbye, old Eastern High. A sad thought. Dan had been with Eastern for 16 years as principal. I'd been with it 12 years, first as a guidance counselor and then as special recruiter for the principal. That position had been created six years ago when all the high schools in the city were put under the voucher system. We weren't the first school to have a special recruiter, but we wised up fast to the need for one when we saw what was happening.

Actually, it had been goodbye to old Eastern High when we changed the name officially to Mech Tech High. Has a ring to it, doesn't it? Well, when you're competing with places like Local Voc High and Trans Training High, you have to do something. I remember Northeast High and General High saying, "What's in a name?" They're both out of business now.

According to Dan, out of business is what Mech Tech would be without this Allenby kid. "Can one kid mean that much?" I asked Dan.

"Look at the stats," he said. "Local Voc was going under until they got Snodgrass, remember? But with him as anchor man they made the engine-teardown finals and finished second in national competition. Then kids from all over town wanted to go to Local Voc." Dan leaned closer. "But Snodgrass wasn't fit to carry this Allenby boy's slide rule," he whispered.

I took a deep breath and knocked. I'd sign Allenby up for Mech Tech or die trying. My ulcer kicked. Courtesy of the voucher system, calm, steady Will Lombard had an ulcer. You don't build a school that attracts kids by sitting on your duff. You have to recruit the star teachers and keep them happy. You have to recruit the star students, the ones who will carry the school to glory. Once you've got stars, the other kids will flock in, bringing their voucher money with them. Pressure, and more pressure. The voucher system was killing me.

A short, middle-aged man answered the door. "You're Will Lombard," he said, motioning me to come in. "I'm George Allenby, Senior." I looked around the living room but didn't see the boy.

"I'm not only George's father but also his business manager," Allenby continued. "Let's hear your best offer, Lombard. I've already heard from Local Voc and Trans Training. Top them and he's yours."

"Three-year, no-cut contract," I stated.

"Beans," Allenby said. "That's standard."

I threw out another tidbit. "Guaranteed full scholarship to MIT after graduation."

"He has that already. Man from MIT was here when George was in the seventh grade. Come on, Lombard."

"Personal instruction from Professor Biddison, the man who perfected the rectangular circle formulations."

"Biddison's on your staff?" Allenby frowned. "Then how come the recruiter from Trans Training called me today and said they had Biddison?"

My heart jumped. Biddison was one of my trump cards. He had cost us a pretty penny but technically oriented kids dreamed of studying under him.

"Use your phone a minute?" I asked. I dialed Dan's number.

"Do we still have Biddison?" I asked, not bothering to identify myself.

"He's right here now," Dan whispered into the phone. "Trans Training tried to pirate him away, but I've topped their deal. He's staying."

"Thank God," I breathed.

"Can you get the Allenby kid?" Dan asked. "Go as far as you have to, Will. I have word that two Midwest schools are after him. He's the best tenth-grade prospect in the country. Sign him!"

I hung up and turned to Allenby. "Get the boy in on this," I told him. "I'm ready to fire both barrels."

"Does Mech Tech have Biddison?"

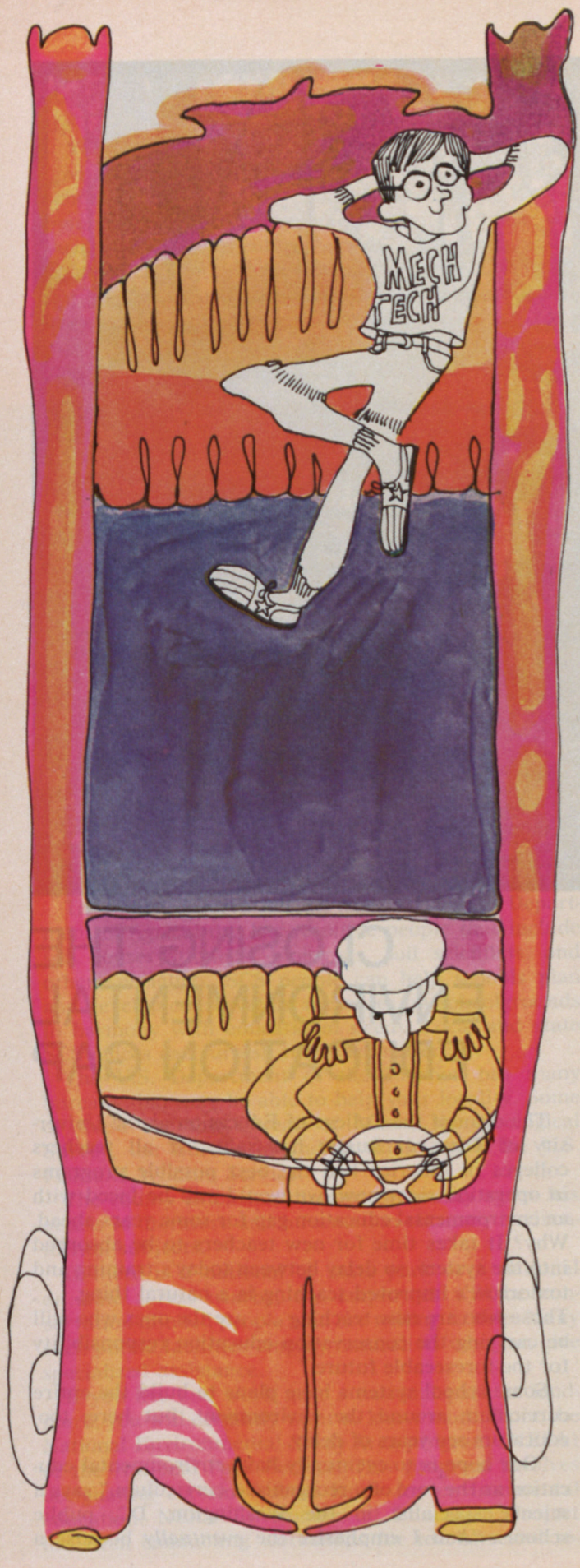
"Yes, we have him."

"Then I'll get the boy," Allenby said. He clomped upstairs and I heard muffled voices drifting down. He came back, followed by George Allenby, Jr.

The kid looked as good as his reputation. Horn-rimmed glasses highlighted the serious studiousness of his face. He waited calmly to hear my deal. He had it all, including perfect poise—the intangible that so often separates the good from the great. I knew he'd break every record Snodgrass had set. And I knew something else, from the groundwork I'd done. He had started dating girls at age 14, a year ago. That could be vital.

"Three-year, no-cut contract," I began. "Full scholarship to MIT. Limousine transportation to and from school until age 16, at which time you'll receive your own new car; you name the make and model. Fifty dollars a month spending money, immediate refund of the voucher amount each year. Full summer employment, free books, no lab fees. Three classes each week with Professor Biddison, plus personal consultation."

I waited. The kid's quick mind was digesting the deal. George Allenby, Sr., didn't look enthusiastic. "That's about the same offer we have from Local Voc



and Trans Training. Not much difference," he said.

"Except that Mech Tech has Biddison," I reminded him, "and the usual number of excellent students that George will be studying with." I kept my tone casual. "We get a lot of the best prospects, you know. Just two weeks ago I signed up Carrie Price."

George Allenby, Jr., came alive. "Say, I've heard of her. Saw her picture in the newspaper. She was all-ninth-grade in the county."

That she was, a 14-year-old technical whiz with flowing blonde hair and blue eyes and a future in Hollywood if she ever decided to ditch her technical aspirations.

"She starts at Mech Tech this year," I said.

"You're not offering much more than the others," George, Sr., repeated.

"But I lean toward Mech Tech," George, Jr., said.

"Let's see everything in writing," George, Sr., sighed. I brought out the contract.

"OK," George, Sr., agreed. "OK, except for one thing. You see, I've been out of work for two years. Been looking for something in my line, you know. . . ."

I went straight to Dan's home with the contract. He patted me on the back and poured me a drink.

"I'd like to throw in a bonus," he said. "But with the salary Biddison gets, and what we're giving the Allenby kid, along with what we had to shell out for the Price girl. . . ."

"I understand," I told him. "Read the contract."

He read it, nodding at the terms, until he reached the last one. "George Allenby, Sr., shall be hired immediately as special recruiter for the principal at a salary of. . . . My Lord, Will, was this necessary?"

"No deal without it."

"But that's *your* job he's taking! Mech Tech can't afford two men in that position. What with the salary we're paying. . . ."

I got my hat. Dan shook my hand on the way out.

"What will you do?" he asked.

"I'll manage."

"Mech Tech will always remember you as the man who signed Allenby. You won't be forgotten."

The phone was ringing when I got home.

"Mr. Lombard? This is Kent Green, principal of Local Voc. I understand you've signed up George Allenby."

"That's right."

"And two weeks ago you sighed up Carrie Price?"

"Right again."

There was silence for 10 seconds.

"Mr. Lombard, what would it take to get you as special recruiter for the principal at Local Voc?"

"Make your offer," I grinned.

He was halfway through when my doorbell rang. I let Green wait on the phone while I answered it. It was Gerald Gates, principal at Trans Training.

"Come on in and make your best offer," I told him.

I had changed my mind about this voucher system for high schools. Maybe it wasn't so bad after all. □

A farm forester with the Tennessee Division of Forestry takes sixth graders on a field trip.

CLOSING THE ENVIRONMENTAL EDUCATION GAP

CLAUDE D. CROWLEY, *information specialist and leader for conservation education, Soil Conservation Service, U.S. Department of Agriculture, Information and Education Unit, Fort Worth, Texas.*

□ **The winds of change always seem to whip up more** work, and it is now plain that the gusts of environmental concern that raised little dust devils a few years ago have turned into a strong and steady gale. As a result, teachers are under pressure to give more time and energy to environmental education.

But to expect educators to overcome decades of limited emphasis on the environment and suddenly to come forth with full-grown programs of environmental education is unrealistic. At the classroom level this means we have a serious environmental education gap. And the gap closers will be those teaching now, not those who are training to be teachers.

The dean of the College of Education at the University of Texas at Austin has said, "If all teachers colleges in America had the best possible programs in operation right now, we would still be faced with an environmental education gap for some years ahead. Why? It takes time for new teachers to be absorbed into the system, so delay between today's training and tomorrow's improved teaching is a natural thing. . . . Those who are now teaching . . . are the ones who will be carrying the conservation education responsibility for the foreseeable future."

Some school systems have plans to build the entire curriculum around the environment, but here, too, educators see years of delay.

"Our hope is to eventually have environmental education as the core of a reorganized curriculum," says a science specialist in the Washington, DC, public schools. "And I emphasize the *eventually* because a

major curriculum development is a fantastically expensive process, not only in money but in time and in the number of expert people who must be involved."

Yet environmental education will not wait. Growing environmental complexities are at the door of each school each day as the children swarm out. We are bombarded by newspaper and magazine articles, editorials, TV documentaries, and public service announcements on pollution, conservation, and environmental matters. Penetrating questions come from concerned—and even frightened—pupils.

What's a teacher to do? One answer is to use the people already in your community who are trained in environmental specialties. Almost every school has within a telephone's ring people who can give rational, factual, usable information about our air, water, soil, and animal life—in short, the environment. These people can help with ideas, literature, resource specialists, and perhaps with land on which to do outdoor lab work.

The first requirement in utilizing qualified "outsiders" is to know who they are and where they can be found. Governmental agencies (including the county extension director) that have offices in a locality will be listed in the telephone book under "United States Government," "_____ State of," and "_____ County Government." The chamber of commerce may be able to direct teachers to local chapters of conservation organizations, such as the National Audubon Society and the National Wildlife Federation. Here are just a few other sources that will yield help to teachers at almost any location and that may suggest other ideas on where to get outside assistance:

The Soil Conservation Service of the U.S. Department of Agriculture has resource people that include soil conservationists, biologists, soil scientists, and other specialists. SCS people can help schools plan and develop conservation measures on schoolgrounds in harmony with educational needs. Local and state SCS offices can furnish reference materials.

The U.S. Department of the Interior has many bureaus that may be able to help your locality. Some of these are the Bureau of Mines, the Geological Survey, the Bureau of Indian Affairs, and the U.S. Fish and Wildlife Service.

The county extension director or county agent has access to literature and information on many environmental subjects.

If there is a national or state park or a national or state forest nearby, the employees will be conservation-minded people who are willing to help. Many such public facilities employ naturalists who can give specialized assistance.

If you live and work near a national park or landmark, you will certainly want to know more about the National Environmental Study Area program (NESA) of the National Park Service. This program involves designating certain federal lands for environmental education. NEA's Environmental Education Project has been conducting workshops for teachers and resource management personnel on selected NESA sites during the current school year and is preparing a booklet under contract to the National Park Service on "How To Conduct an Environmental Study Area Workshop." This should be available by summer.

The National Park Service also has funded the development of the NEED program (National Environmental Education Development). Materials currently available for fifth and sixth grades are not intended as an additional course of study. Rather, the program encourages integrating environmental learning into the regular curriculum. (For additional information about either of these programs, address inquiries to the Office of Environmental Interpretation, National Park Service, Washington, DC 20240.)

You may be pleasantly surprised to find that the manager of your local sewage disposal plant is an ardent conservationist, intent on operating his plant in the most efficient manner possible to minimize pollution. A visit to the treatment plant can be a fascinating way to study one environmental problem —and what your community is doing about it.

Contact the person in your city who is in charge of solid waste disposal. He can enlighten you and your pupils about the size of the problem, present methods of dealing with it, and future plans for your area.

Many industries are working hard to overcome pollution and environmental damage. If there is a sizable industry near you, contact its public relations office about literature, films, and people who can explain the industry's environmental program.

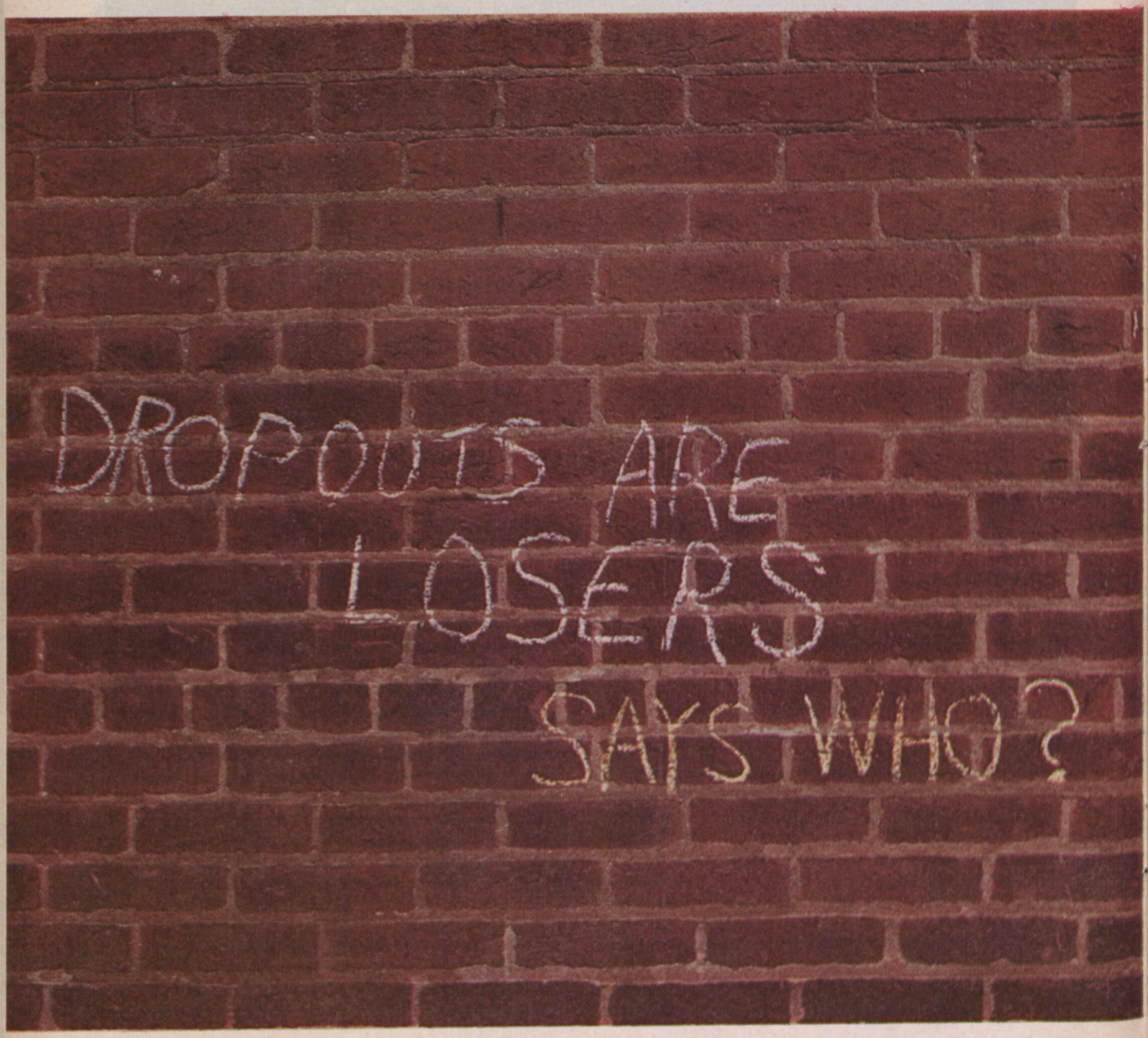
Organizations can help. In every state, the Soil Conservation Society of America has chapters that carry out local conservation projects and have access to literature and expert assistance. Garden clubs and city or county councils of garden clubs may help a school or teacher with materials for environmental studies or exhibits. Some clubs will lend a hand in the development of outdoor study sites.

The National Association of Conservation Districts (NACD) has a conservation film rental library consisting of about 150 titles, many of which are suitable for classroom use. A free catalog can be obtained by writing to the NACD Environmental Film Service, P.O. Box 855, League City, Texas 77573.

So there you are. Experts predict that effective institutional adjustment to heavier environmental education demands may take years. Meanwhile, back at the school, the teacher faces the problem now, not later.

Closing the environmental education gap at the classroom level will occur faster if teachers and conservationists get together, but the initiative must come from the teacher. Conservationists and environment-related professional people are increasingly aware of the educational and social implications of their work, but their primary concern is in their own field. They are willing to share their knowledge and skills—with the public in general and schools in particular—if they are asked. □

OPINIONS DIFFER



JERALD G. BACHMAN, *Institute for Social Research, University of Michigan, Ann Arbor.*

□ **Dropping out of high school is overrated as a** *problem* in its own right. Actually it is the end result or *symptom* of other problems originating much earlier in life.

Dropouts experience difficulties, to be sure. Their aspirations, accomplishments, and self-esteem are below average. But these limitations are already present or predictable by the start of tenth grade, and there's little evidence that dropping out makes matters worse.

This conclusion is based on results from a nationwide study called Youth in Transition, conducted by the Institute for Social Research. Under a contract from the U.S. Office of Education, the Institute's Survey Research Center selected a representative sample of more than 2,000 tenth grade boys from 87 public schools across the country. Interviews were first conducted with the boys in 1966; follow-up information was obtained in 1968, 1969, and in 1970—a year after most of the students had graduated from high school.

This "before and after" research—which looked at the same young men both before any had dropped out of school and then later after some had become dropouts—is uniquely suited to the job of distinguishing between causes and effects; it is also time-consuming and expensive and therefore quite rare.

The more typical source of data is the "after only" research design which begins with those who have *already* dropped out and compares them with those who remained in school. In some instances, the "stayins" are matched to the dropouts in terms of family socioeconomic level, test scores, and other characteristics. Nevertheless, we can be sure that some prior differences existed which led certain individuals to drop out while others remained in school. This leaves us forever in doubt about the validity of these "after the fact" study findings because what might appear to be *results* of dropping out could actually be among the *causes*.

Our own findings, like those of the typical "after only" study, found that dropouts were different in some respects from stayins—especially those stayins who entered college. For example, the average level of delinquency reported by dropouts was much higher than that for stayins. But which came first: the dropping out or the high level of delinquency? Because ours was a "before and after" design, we were able to show that in nearly every case a difference which turned up at the end of the study was equally strong before the dropping out occurred.

What are the underlying problems signified by dropping out? Stated in general terms, the problems involve a serious mismatch between some individuals and the typical high school environment. More specifically, dropping out is symptomatic of certain background and ability characteristics, school experiences, and traits of personality and behavior.

Most important among the family background factors is socioeconomic level: The lower the family socioeconomic level, the more likely a boy is to become a dropout. Dropping out is more frequent among boys from large families or from broken homes; it also occurs more frequently among those boys reporting a high level of parental punitiveness.

It is no surprise to find that those boys who later became dropouts tended to score below average on the tests of intelligence and academic ability administered at the start of the study. What may be surprising is that the differences are not very large (about the equivalent of five IQ points, on the average) between dropouts and stayins who did not go on to college.

Two of the most important predictors of dropping out are poor classroom grades and being held back. We estimate the dropout rate to be about 40 percent among those boys who have failed a grade in school, in contrast to 10 percent among those never held back. Would dropout rates go down if teachers refrained from giving low grades or holding back students who are having difficulty? This is a complex issue.

Poor grades and failures may simply be indicators of a more fundamental inability (or unwillingness) to do well in an academic setting. If so, removing those symptoms might do little to change dropout rates. But it may be that such events have a tendency to function as self-fulfilling prophecies—with both the student and his teacher coming to feel that "he just isn't cut out for schoolwork." In addition, the failure experience in school may lead to feelings of shame and eventually precipitate "fight" and/or "flight" reactions—including dropping out.

We have already noted that boys who became dropouts are rather likely to have a background of delinquency. Our study included several measures of rebellious behavior in school and delinquent behavior both in and outside school. The results consistently indicate that the boy who is likely to drop out is well above average in rebellious and delinquent behavior by the time he enters high school.

Dr. Bachman excerpted this statement, for Journal publication, from "Youth in Transition, Volume III: Dropping Out—Problem or Symptom?" by Jerald G. Bachman, Swayzer Green, and Ilona D. Wirtanen. Survey Research Center, Institute for Social Research. Ann Arbor, Michigan. 1971.

An obvious explanation is that such boys are likely to be expelled or be invited to leave "for the good of the school." As some of their interviews indicate, a number of dropouts could also be called "pushouts," but others leave without coercion and in spite of pressures from teachers and parents to remain in school. Perhaps for some of these boys, dropping out is one more instance of doing what authority figures tell them not to do.

Other personality characteristics also distinguish those boys most likely to become high school dropouts. The results, while not as strong as some reported earlier, indicate that the potential dropout is lower than average in measures of self-esteem, needs for self-development, commitment to social values, feelings of personal efficacy, and occupational aspiration.

All the findings summarized thus far fit the stereotype of the dropout as a "loser." But we must remember that he was a "loser" before he dropped out. Moreover, a number of these differences which appear "on the average" are not really very large; there is a substantial overlap between dropouts and stayins—especially those stayins who do not go on to college.

The nationwide effort to persuade individuals to stay in (or return to) school is based on the proposition that things get worse for individuals who drop out—and that this happens as a consequence of dropping out. The Youth in Transition project examined more than a score of personality and behavior dimensions over a period of nearly four years.

We found modest changes along some dimensions. For example, self-esteem showed some upward trend for all educational subgroups. But the self-esteem increases were actually a bit larger than average among dropouts and those high school graduates who did not enter college—hardly evidence that dropping out has harmful effects on self-esteem.

The more fundamental conclusion is that there are very few changes of any consequence and virtually none that would support the argument that dropping out damages a young man's mental health and his commitment to society's values.

In many ways the heart of the argument against dropping out is that those without a high school diploma are less likely to get jobs, and the jobs they do succeed in getting are unattractive and poorly paid. This argument places heaviest stress on the value of the high school diploma as a credential—an admission card into the world of work.

The only sensible time for comparing employment experiences of dropouts and stayins is after the stayins have completed high school—in our case, the fourth and last data collection. And this means that we have in many respects an "after only" type of research design when it comes to studying employment experiences. Thus when we find differences between dropouts and stayins, we must ask whether dropping out caused the difference or was a symptom.

Limiting our analysis to those in civilian life, we found that a total of 71 percent of the dropouts without diplomas were employed 30 hours or more per week at the time of the final interview, as compared to 87 percent for high school graduates not primarily engaged in post-high school education. At first glance, the clear implication is that the dropping out causes the higher rate of unemployment. But when we consider that dropouts achieve relatively low scores on tests of intelligence and intellectual skills and that they come predominantly from lower socioeconomic levels, we must ask: Is dropping out the cause of greater unemployment, or is it primarily a symptom of other more basic factors that cause unemployment?

A partial answer to that question can be obtained by considering the extent to which we can predict unemployment using our measures of family background and ability. The results of this analysis indicate that we can do a better job of predicting unemployment by using background and ability measures than by using dropout data and that we can make the best predictions by using both kinds of information. Our conclusion is that dropping out probably makes it more difficult to obtain employment, but the more important causes of unemployment are those pervasive differences in background and ability which precede and help determine the act of dropping out.

Thus, while unemployment rates may be twice as high among dropouts as among stayins, it is very misleading to claim that the act of dropping out will double a young man's chances of being unemployed. The difference in unemployment rates is caused primarily by family background and ability factors, and dropping out does not change these things.

What kinds of jobs are dropouts able to get? When employed dropouts were compared with employed high school graduates, we found their weekly income levels to be nearly identical. One might attribute the lack of an income advantage on the part of high school graduates to seniority differences—they had been on the job for a shorter time than the dropouts. But even after we matched dropouts and graduates according to length of time on the present job, we still found no advantage on the part of the graduates. We cannot, of course, answer the argument that the long-range earnings of graduates will be higher—at least not until we conduct follow-up studies of the Youth in Transition respondents several years from now.

There is also little justification for the view that dropouts get less satisfying jobs. Three-fourths of the dropouts rated themselves "quite satisfied" or "very satisfied" with their jobs, while two-thirds of the graduates expressed similar levels of satisfaction.

Over the past decade it has been a part of the national educational policy to try to prevent dropping out of high school. One part of this has been a variety of educational enrichments for those not headed for

college. These efforts, sometimes funded under federal programs for dropout prevention, are often rather valuable and worth continuing—quite apart from whether or not they lead to lower dropout rates.

But another less fortunate aspect of the dropout prevention effort has been a massive advertising campaign on radio and television. We call this the "anti-dropout campaign," a term deliberately selected for its double meaning. The campaign is intended to prevent dropping out, but its effect is often to criticize and ridicule dropouts.

In our view, the anti-dropout campaign ought to be sharply curtailed, for these reasons:

- There is little evidence to support many of the claims of the anti-dropout campaign. Furthermore, the "after-only" comparison of dropouts and stayins (sometimes all the stayins, including those who go to college) can be terribly misleading, for the implication is clear that if the potential dropout merely remains in school he can be like the rest of the graduates, and this is not so.
- The campaign is giving dropouts a bad name. Most dropouts have become convinced that their action was probably a mistake and that eventually they had better complete work for a diploma. They feel that their parents and other people whose opinions matter disapprove of the dropout status. More generally, the anti-dropout campaign may have some features of a self-fulfilling prophecy. One of the side effects of downgrading the status of dropouts may be to encourage employers to make the diploma a requirement when it need not be.
- The anti-dropout campaign can erode credibility. No doubt, some young men are persuaded by it, but one wonders how many others—including many of our brightest and most perceptive young people—see through the oversimplications and become turned off at what they view as one more instance of manipulation by the establishment.

We said earlier that dropping out is a symptom which signifies a mismatch between certain individuals and the typical high school environment. In principle, the mismatch could be resolved by (a) changing the individuals so that they are better able to fit into the high school environment, (b) changing the high school environment, or (c) changing both. We think there is room for change on both sides.

Among the important elements in the mismatch between potential dropouts and the high school environment are individual limitations in academic ability, past scholastic failure, and patterns of delinquent behavior. These are not problems that are likely to be resolved by persuading a young man to remain through the last year or two of high school. But *early* intervention, in elementary school and perhaps much earlier, may overcome many of the problems which are deeply ingrained by the time an individual is ready to drop out.

Even if we hope to eventually reduce or eliminate experiences of early school failure and other problems which are presently associated with dropping out, it is still worth asking whether our current approach to high school education is ideal. Is it clear that we should prescribe 12 or more years of uninterrupted schooling for all our young people?

Certainly there are alternatives to a 12-year diploma; perhaps one based on 10 years would be sufficient. Young people wishing to enter college might spend the years equivalent to grades eleven and twelve in publicly supported college preparatory academies. Others might enter one-year or two-year vocational training or work-study programs.

Still other young people might choose to go directly into the world of work after their tenth grade graduation—some to return to part-time or full-time education after a year or two or three. The recent growth of community colleges suggests that there is a growing need for this sort of opportunity.

In a world of rapidly changing technology with its emphasis on continuing education and periodic retraining, there is less and less reason to maintain the traditionally sharp boundary between the role of student and the later role of worker. We believe that shortening the prescribed minimum period for full-time, uninterrupted schooling might be a positive step toward new patterns of lifetime education in which individuals can choose for themselves among a wide range of "educational life styles." If such changes would reduce the credential value attached to high school diplomas, all the better.

We began this research with the recognition that a number of very different outcomes were possible. We might have found predominantly "bad" effects from dropping out, and then we would have concluded that vigorous efforts to discourage dropping out are warranted. But this is not what we found.

At the other extreme, we might have found mostly "good" effects from dropping out, leading to the conclusion that dropping out should be encouraged among those having difficulty in high school. But this is not what we found either, and thus we must stress that *we are not encouraging young men to drop out of school.*

Our findings indicate that dropping out is neither "good" nor "bad." We find it to be a symptom, rather than a cause of new troubles or a cure for old ones.

We have stated these conclusions based on the evidence presently available. At the same time we recognize the limitations of a study which follows young men only until the age of 19 or 20. We are hopeful that further follow-ups of our respondents will permit assessments of dropouts and stayins in their mid-twenties and later.

Meanwhile, however, we must work with the findings at hand. Given those findings, we propose the following:

The anti-dropout campaign on radio and television should be sharply curtailed.

Greater emphasis should be placed on early school and preschool interventions.

The range of educational options for young people aged 16 to 18 should be broadened and serious consideration given to reducing the number of years necessary for attaining a high school diploma. □

REACTIONS

□ **Jerald Bachman throws down the gauntlet in the** first sentence: "Dropping out of high school is overrated as a *problem* in its own right." I draw cold comfort that dropping out fits a symptomatic rather than a causal pattern. Neither am I particularly cheered that the gains in self-esteem of dropouts were "a bit larger" than the average for the young men in the study or that three-fourths of the dropouts rated themselves "satisfied" with their jobs.

The dropout syndrome has reached the proportions of a national crisis. Studies by the Bureau of the Census and the Bureau of Labor Statistics point up the mounting inequities which the dropout faces throughout his life—reduced earning power, long periods of unemployment, and diminished chances to realize the American dream.

The author acknowledges these limitations further on and enumerates the multiple indicators in the dropout's pathology, but he fails, in my judgment, to prescribe enough medicine for the patient.

I suggest large doses of community action. Why should the nation's schools be forced to assume the full burden? Let's rid our schools of their custodial function and make them more responsive to students!

At the same time, let's make an *all-out* attack on the dropout problem in which the courts, the legislatures, and the public at large recognize the difference between education and compulsory school attendance!

—**Charles H. Wilson,** *chancellor, Community College District of North Orange County, Fullerton, California.*

The basic finding of the Survey Research Center study—that dropping out is a symptom of a deeper problem—squares with my own experience in dealing futilely with the dropout-kickout syndrome. Bachman implies that stay-in-school campaigns apply a weak ointment to a bad wound. The problem is not that many students are dropping out of school but rather that the school has failed to provide a meaningful program for many of its charges.

Despite the study's evidence that dropouts, at least initially, fare about as well as high school graduates who do not enter college, I still believe the school must feel accountable for them. The school can work to prevent incipient tendencies toward alienation and low self-esteem. A dynamic preschool program would provide for thorough diagnoses of strengths and weaknesses of every child. Educational intervention toward school success and personal fulfillment should begin early and continue throughout the school years.

A second line of attack is to provide a school curriculum which turns on a greater number of children and adolescents. Such a program would be based on a continuous-progress, individualized approach to build in relevance and abundant opportunities for success. Community involvement, including vocational and prevocational experiences, would be an integral component.

Concerned adult guidance is also a fundamental need. The student must know that all adults in the school setting care about him and his future. Follow-up counseling should be provided students who choose to leave school before graduation.

—**Warren M. Brown,** *superintendent of schools, Ferguson-Florissant (Missouri) School District.*

Few Americans would quarrel with the concept that all young people are entitled to at least 12 years of schooling at public expense. Most people would also agree that every effort should be made to provide an education that is relevant for students.

In a growing number of states, these two concepts are somewhat coordinated, and dropping out is not as horrendous as the anti-dropout campaigns indicate. In California, Michigan, and Florida, and in a number of large cities, the dropout can leave regular daytime school and simultaneously "drop in" to an ongoing late afternoon or evening program for young adults.

What is horrendous is the situation in many other states where no such opportunity exists. In those states, the dropout—once he's past the compulsory school age—has little hope of continuing his education. This situation exists where school authorities are unwilling to concede that not all students can or want to acquire the competencies identified with the possession of a diploma in exactly 12 consecutive years or before an arbitrary date coinciding (usually) with the eighteenth birthday.

An additional option that Dr. Bachman might consider adding to his recommendations is one that envisions a kind of rebate system whereby the public guarantees every citizen at least 12 years of schooling. If the student cannot exercise his option to use his 12 years before he is 18, then he can "cash in" his option at a later date. Such a provision would conquer the last remaining frontier in American education—the right of every person to a high school education irrespective of race, religion, geography, or *age.*

—**Robert A. Luke,** *adult education specialist, Division of Instruction and Professional Development, NEA.*

Before coming to any conclusion about the validity of the study Dr. Bachman discusses, I would want to see data about the students according to age and ethnic group. Also, I would like to know whether the study measures job success for dropouts and stayins in terms of the level of the employed skill or the potential for job advancement as well as in terms of weekly income. To comment on the incidence of delinquency, it would be necessary to know what measures of rebellious and delinquent behavior the authors of the study used. And, whether or not one chooses to believe it, employers still look for high school graduates to do their jobs.

However, I would agree that dropout intervention or prevention should occur, wherever possible, in the early grades. When students do leave school, every effort should be made to have them return to the school in their community instead of leaving it to chance and the possibility of subsequent confinement

in a "prison school" and a life of total failure.

—**Anthony J. DelPopolo, Sr.,** *professorial lecturer in sociology, criminology, and correctional science, Northern Virginia Community College, Annandale; president, Correctional Education Association.*

Jerald Bachman's stimulating article recalled questions I have been asking for 30 years about the American high school: Which is more important, to find out what's under the cover of Scott's *Ivanhoe* or what's under the cover of Ford's Mercury; to be able to date the Battle of Hastings or to date the captain of the football team; to find out the unknowns in an algebraic equation or the unknowns in one's occupation equation?

When I attended high school back in Swayzee, Indiana, I was a dropin. The dropout hadn't been discovered, for the economy was such that youth hadn't yet been institutionalized by compulsory attendance laws. You dropped into high school when you had nothing better to do.

High school attendance is now compulsory, but the school's prestige is still based on its academic college-preparatory image. If a youth can master the printed page, he is counseled into the college-preparatory course. If he can't, we look around for something else for him to take, but there aren't many alternatives.

Bachman's research exposes the false assumption that all American youth can profit by high school. Until that institution is remodeled, the term *dropout* will continue to place the brand of failure on the youth rather than on our society's false assumption, which is where it should be.

—**Harold Spears,** *visiting professor and consultant to schools, School of Education, Indiana University, Bloomington.*

Many professional educators have been rethinking the current American value orientation that every single individual, except those who are obviously mentally deficient, should have a full high school education. This notion is commendable in that it reflects our egalitarian ideals, but it simply isn't realistic. To say so, however, is to risk the charge that one is antidemocratic and antihumanistic in his thinking. Bachman's broad-scale conclusions and recommendations seem to embrace the ideals of utility, practicability, democracy, and humanity.

For today's world, Bachman proposes "educational options" with regard to high school—options which would not carry the risk of social stigma or of personality denigration for those who pursue them. Under these options, youth who are unable or unwilling (the "unwilling" always being subject to reclamation) to profit from the more traditional systems would clear the scene for that group who really need and can use high school as a step in their career advancement. For the others, we could provide innovative slots and opportunities for advancement in newly structured training and employment systems.

Even under today's systems, we have evidence that (a) when high school diplomas and/or IQ tests are waived, many nongraduates do make good (witness findings from pilot employment programs for the disadvantaged); and (b) many premature dropouts or pushouts—after varied periods of maturation and self-appraisal, with or without outside help—will return to formal studies and productive careers.

Bachman is correct when he says "there is room for change on both sides."

—**James A. Randall, Sr.,** *administrative assistant to the general superintendent of community education, Flint (Michigan) Community Schools.*

The characteristics discovered by Bachman's study seem to corroborate what William Glasser has come to label the "failure identity" students. Above all, these students are lonely individuals for whom school experiences have tended to create and reinforce the idea that they are not very successful people. Consequently, the only integral act the student can do in terms of the school is drop out. And then, along come the media announcing that dropouts are something less than human.

It is encouraging that educators are beginning to place equal blame on the conditions surrounding these students when, and if, the students fail. School programs which do not present relevant content ought to be seriously challenged. In today's world, communications is a key concept. Helping students gain skills in verbal, nonverbal, and quantitative communications seems to be all they really need to function.

Bachman's recommendation for increasing the number of options at the high school level, though apparently made with good intent, seems to miss the mark. Shortening the number of years for completing high school appears a little simplistic for dealing with a problem of such magnitude. If, as Bachman observes, dropouts are at serious odds with the typical high school environment, decreasing the number of years that they spend in school may merely beg the question.

Time is but one factor in making a secondary school more meaningful to students. Such programs as the NASSP Model Schools Project, the work-study programs developed in Cherry Creek, Colorado, the growing number of schools without walls, and the emphasis on continuous progress education are but a few salient innovations for improving secondary education.

The "before and after" design of Dr. Bachman's research is a decided improvement over the one-shot affair characteristic of many education investigations. Four years, however, is not a particularly long time for deriving information for making strong statements about the plight of the dropout in society. Continued observations might enable such factors as job longevity to be tested more fully.

—**John M. Jenkins,** *principal, Wilde Lake High School, Columbia, Maryland.*

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be offered at public expense, and be required through the secondary school. The individual also must be free to choose, to supplement, or to substitute education in privately supported nonpublic schools.

—*Continuing Resolution C-1, Educational Opportunity for All, NEA.*

Cooking Up-Tight

VIOLET B. WAGLE, *homemaking teacher, Paramount (California) High School.*

□ **I was new, young, nervous, and about to demon**strate a cooking lesson to my last class of the day. This ninth grade group was my troublesome class, so I hoped I looked more confident than I felt.

"As I told you yesterday, I am going to demonstrate pie crust today," I said loudly, stepping up to the demonstration table while the girls scraped their chairs noisily into a semicircle facing the table. Everything that group of girls did seemed to bother me. With monotonous regularity, I had to yell at the talkers to be quiet, order the gum chewers to dispose of their gum, and tell the chair-tilters to sit straight. The last couple of days I had begun to stare at individuals, acting bored with their behavior. This was somewhat effective.

Today, in a sharp voice, I demanded "Please be quiet" as the class faced the demonstration table. Then I glared until I got almost everyone's attention. At that moment Mr. James, the principal, entered the room, and I thought, Oh my gosh, why did he have to come to *this* class? I hope he doesn't stay.

But no, he folded his arms over his portly chest and stood behind the last row of chairs, looming big and formidable in my mind.

Some of the girls turned around to look at him and then faced me again, smirking. I was sure they were challenging me, All right, Teacher, entertain us.

As I prepared to demonstrate how to make a pie crust, my heart pounded in my throat. I adjusted the mirror above the table, asking the girls in the last row, "Can you see my hands in the mirror?"

"*I* can't," yelled a girl sitting smack in front.

"You don't need the mirror. You can see the top of the table." I sighed and compressed my lips.

"Measure dry ingredients in metal cups and liquid in glass cups," I explained, mixing salt through the flour. Then I cut in the shortening and slowly added the water. I glanced at Mr. James, who was watching intently, apparently fascinated by what I was doing.

I formed the dough into a ball, put it on a floured board, and started to roll it out. "Don't press too hard with the rolling pin or the dough will stick to the board and you'll have trouble getting the pastry into the pan," I cautioned nervously. *Right then I pressed too hard on the dough with the rolling pin!*

Oh, no! I cried inside. Now I've blown it!

When I attempted to lift the dough into the pie tin by folding it in quarters, it stuck fast to the board. My mouth became dry; my hands, moist. I stopped to take a sip of water and to wash my hands. Then I put the pastry into the pie tin in pieces and blended them with my fingers. What should have gone into the pie pan as one crust I had to squeeze in as four irregular parts.

Blushing red, I kept my eyes on my work. (He'll think I'm so *dumb!* And so will the kids.)

"If this happens to you, don't reroll the dough, just patch it. Otherwise it may be tough," I said as I unhappily continued patching the pastry.

"Wow, that's neat," exclaimed one of the girls in what I interpreted as mock seriousness.

Finishing the pie shell, I pricked holes all over it with a fork so it would stay flat as it baked, and then I fluted the edges.

Christine, an obese girl who breathed hard, remarked, "Really, Miss Andrews, you fixed it up good." Her words made me feel a little better.

Mr. James appeared to be repressing a grin. I said to myself desperately, Why doesn't he leave?

Then, for the first time I actually *looked* at the pie shell I had made. It was all right! Not perfect, but all right. I grinned broadly at the class and arranged the pie shell so everyone could admire it in the mirror. "See how you can fix things up if something goes wrong when you make your pies tomorrow?"

Amazingly, the girls returned my smile and seemed to be looking at me with respect.

"What kind of filling are we going to have?" someone asked.

"Lemon," I answered, amid comments of "I like apple," "Let's have chocolate," and "Lemon is good."

Mr. James smiled slowly, whispering as he sauntered out, "Don't worry. I know you know how to make a pie," and he was gone.

The girls and I, as one it seemed, sighed with relief. My biggest discipline problem asked earnestly, "Do you think Mr. James thought you did all right, Miss Andrews? We hope so."

I was stunned into a few seconds of complete silence. Then I laughed out loud. I felt great. And not up-tight at all. □

This fiction story here condensed was a prizewinner in the 1971 Today's Education Teachers' Writing Competition. Prize funds were supplied by the Reader's Digest Foundation.

For other outstanding school stories, see *Schools Are People: An Anthology of Stories Highlighting the Human Drama of Teaching and Learning,* an NEA publication. 1971. 193 pp. $3.50, paper (Stock No. 381-11960); $5.25, hard cover (Stock No. 381-11958).

PERFORMANCE-BASED INSTRUCTION

This Special Journal Feature of eight pages was developed cooperatively by the Association of Classroom Teachers (ACT) of the National Education Association and *Today's Education.* The feature was financed by the ACT.

NATIONAL STUDY CONFERENCE

■ **What are the implications of** performance-based instruction for preservice and in-service teacher education—or for school organization and administration? What new relationships does performance-based instruction suggest for the public elementary and secondary schools and for higher education? What challenges does it pose for the professional association?

Educators seem to agree on the need for sweeping changes in teacher education. Presently, the greatest impetus for change appears to be coming from the U.S. Office of Education, some state departments of education, some institutions of higher learning, and the NEA and its affiliates.

Performance-based instruction is one promising innovation that is appearing in response to the demand for change. At present, experimental programs are operating in scattered school systems across the country. For the most part, these programs are the product of cooperation of the college or university, the state department of education, and the local school district—often with support from the U.S. Office of Education.

The typical classroom teacher has little exposure to these programs, and, almost without exception, professional association involvement has been minimal. For example, in only one state—Washington—is the professional association accorded peer status with the school district and the institution of higher education in performance-based programs. Despite this, it appears that performance-based instruction is growing in acceptance.

To provide an opportunity for the United Teaching Profession to consider performance-based instruction, the Association of Classroom Teachers of the National Education Association sponsored the invitational Classroom Teachers National Study Conference on November 26-27, 1971. Some 40 classroom teachers, broadly representative of public elementary and secondary teachers, participated. Since the conference was the first occasion for the United Teaching Profession to be involved in a study of performance-based instruction, all segments having a stake in the movement were included.

Representatives were present from the following organizations: American Association of Colleges for Teacher Education, Association of Teacher Educators, National Education Association, Student National Education Association, Future Teachers of America, American Association of Elementary-Kindergarten-Nursery Educators, National Association of Elementary School Principals, Council of Chief State School Officers, National School Boards Association, U.S. Office of Education, and National Catholic Educational Association.

Planning for the conference was complicated by the lack of information about the concept of performance-based instruction. To remedy this situation, a leadership team comprised of 21 educators from four communities involved in performance-based instruction helped plan the program and served as special consultants during the conference.

This team included classroom teachers and administrators; representatives of higher education; and education students from Auburn, Washington; Leon County, Florida; Marshall, Minnesota; and Weber County, Utah. The planning operation was subsidized by the Performance-Based Teacher Education Project of the American Association of Colleges for Teacher Education and the Bureau of Educational Personnel Development of the U.S. Office of Education.

At the opening session of the conference, Robert Howsam, dean of the College of Education at the University of Houston, explained the terms and concepts of performance-based instruction. During subsequent sessions, participants worked in small groups to explore the concept further, to clarify their thinking on it, and to identify issues and suggest next steps relative to performance-based instruction.

The remainder of this special feature deals with the major aspects of the conference. It consists of three sections:

- A summary of the statement by Dean Howsam
- A résumé of the issues identified by conference participants
- An outline of the next steps to be taken, as recommended by conference participants. ■

SOME BASIC CONCEPTS

ROBERT B. HOWSAM, *dean, College of Education, University of Houston.*

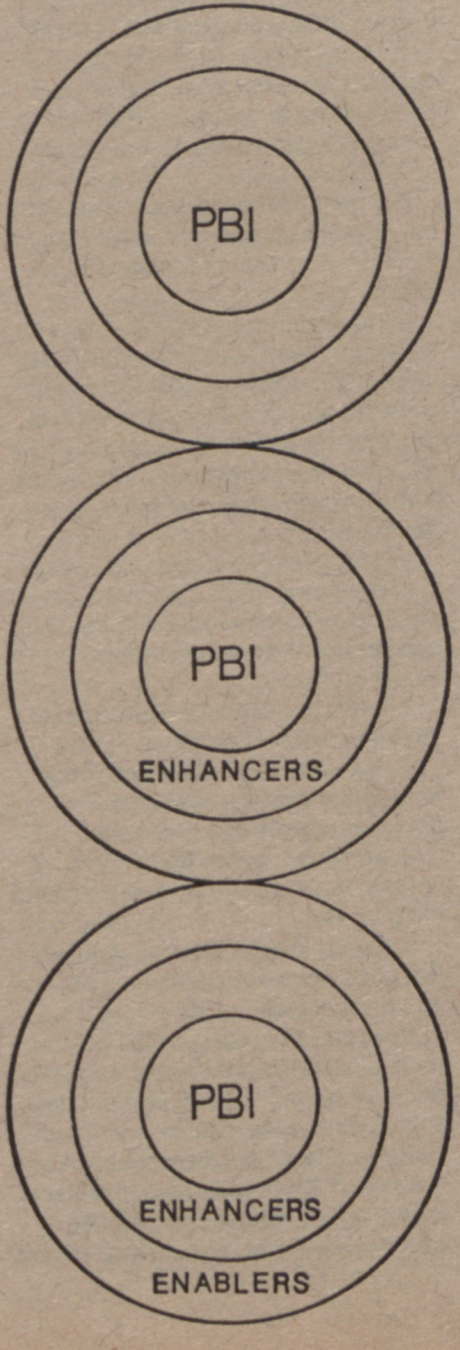
■ **What precisely is performance-**based instruction? One can search dictionaries indefinitely without finding a satisfactory definition of the term *performance-based,* the reason being that it is a coined term —a sort of trade name which also represents a new movement in education. Another term might have been equally suitable. Indeed, some people prefer *competency-based,* and the two terms are used interchangeably.

What, then, are people talking about when they refer to performance-based or competency-based instruction? Essentially they are saying that all learning is individual—that the individual, whether teacher or learner, is goal-oriented.

They are saying that the teacher-learning process is facilitated if the teacher knows what he wants the pupil to learn and if the learner is aware of precisely what is expected of him or what he expects of himself. Precise knowledge of results also enhances learning.

Finally, they are saying that the learner or teacher is most likely to do what is expected of him and what he expects of himself if he is accountable for doing what he undertakes.

Understanding the performance-based movement presents some difficulties. For one thing, not everyone is saying the same thing with regard to it. For another, people have a tendency to mix the concept of performance-based with other concepts closely related to it. Attempts to develop a precise definition have led some educators to use a model composed of three concentric circles.



The inner circle represents performance-based instruction (PBI), which has four essential elements. These elements are: (a) precise objectives, stated in behavioral terms; (b) performance criteria, indicators of performance, modes of assessment, and criterion levels specified and made public along with objectives; (c) instruction pertinent to the criteria; and (d) learner accountability in terms of the criteria.

The second circle represents ideas and practices so closely identified with performance-based instruction that they tend to be mixed up with it. They are often the means by which PBI is implemented. We can term these ideas and practices *enhancers.*

Some of the enhancers are: (a) individualization and personalization of instruction, (b) modularized instruction, (c) multiple alternative learning opportunities, (d) use of technology, (e) use of the open-space concept, and (f) instructional teams.

The outer ring of the three circles represents less closely related but important considerations that may be thought of as *enablers.*

A few examples of enablers are (a) application of systems, principles, and techniques; (b) participative management (involvement

processes); (c) effective teacher personnel procedures; and (d) management by objectives.

There has long been a tendency in teaching to be relatively imprecise about objectives—those specific objectives which identify the target. Even if a teacher is conscious of specific objectives, it has not been customary for him to share these objectives with his students. The result has been confusion and lack of purpose for many learners.

Teaching is, by definition, a process of deliberately managing the learning environment and learning activities in such a way as to bring about desired behavior. The proponents of PBI believe that teaching cannot take place in the absence of specific objectives nor can the results of teaching be known unless the desired behaviors are identified and assessed.

Accordingly, performance-based instruction concentrates on identifying objectives and stating them in behavioral terms—in terms of what the learner is able to do. Let's compare this type of instruction with the traditional variety.

For example, traditional instruction might aspire to have pupils "know about the native trees, plants, animals, and birds in their locality." The teacher would "cover" the material and then use a test to determine by some kind of sampling what proportion of the material each pupil learned. Normally, student strengths in one area (for example, animals) would counterbalance weaknesses in another (plants). Performance would consist of recall or recognition on written tests. Grades based on some kind of distribution of scores would be given. Certain students would be deemed to "fail."

PBI might have the same goal and objectives as traditional instruction. It would, however, proceed quite differently.

In the first place, it would divide the material into smaller instructional units, often called modules. It would state the objectives for each module in terms of what the learner must be able to do before *his* responsibility is met. For example, he might be expected to:

1. Identify not less than 16 birds in his area from colored pictures, models, or specimens—with the correct name, pronunciation, and spelling.
2. Identify the songs of 15 (out of 20) birds from recordings.
3. Participate in a bird-watching field trip or provide evidence of a personal activity of equal value.
4. Describe, either orally or in writing, the feeding and nesting habits of 10 birds.
5. Identify the natural enemies of five birds, indicating how people can protect these birds.

Note that in each case the objective is stated in terms of performance—*identity, imitate, participate.* The performance criteria are, therefore, specific. Also, the criterion level (15 out of 20) is indicated and the means by which the competence will be assessed are clearly stated.

Since all of this is made known in advance, both the student and the teacher have shared knowledge of the performance criteria, the criterion levels, and the methods of assessment. This specificity sharpens the focus of both teacher and learner. Above all, however, it makes possible new levels of independent and interdependent pupil behavior. It permits accountability for results on the part of both learner and teacher.

Since the performance level is established for each objective, accountability applies to each one. A learner cannot come out "satisfactory" or "average" by excelling in one objective and doing poorly in another. This principle of establishing the performance level for each objective is termed *criterion referenced* in contradistinction to the present widespread use of *norm referenced* assessment.

Whatever the respective strengths and weaknesses of PBI and of more traditional instruction, it becomes increasingly apparent that truly individualized and personalized instruction can come about only if education provides independent learning activities. This, in turn, depends upon the ability to package learning activities effectively and to make them available through a sort of educational smorgasbord.

Precision, as against vagueness, is the key to preparing instructional modules. The pupil will move from the feet of the master only if his dependence on the master can be reduced.

The performance-based idea can be used with any kind of teaching from strict lecturing to the most advanced and sophisticated forms of self-directed and individualized instruction. *Any teacher at any level and under any set of circumstances can, if he wishes, move his instruction toward conformity with the four essential elements of performance-based instruction.*

The real potential of PBI, however, will not be fully realized with traditional forms of instruction. Use of enhancers and enablers will greatly enlarge PBI's utility and effectiveness.

One needs to understand the concept of PBI and its methods, but he doesn't have to deal with all the methods at the beginning. As a matter of fact, presenting the full array of elements, enhancers, and enablers to teachers at one time might so discourage them as to cause them to abandon the concept altogether. The teacher who wishes to try PBI techniques can do so without the need to have a differentiated assignment on a teaching team in an open-concept school equipped with a full array of educational technology. Indeed, most of us couldn't use these resources all at once even if we had them. Nor does the teacher have to have extensive formal preparation, useful though this might be.

What the teacher *does* need is understanding and commitment. Beyond that, many alternatives are available. You, the teacher, may find some of the following suggestions useful:

- Be sure that you understand the basic principles or elements of PBI. Then, form (or join) a group of teachers with which to share the experience. A group within your school would be most useful, and it will be helpful if the principal wants to be included.
- Avoid having administrative or group pressures applied to teachers who are reluctant to participate. Also, avoid letting your group become a clique within the staff.
- Gain experience in writing instructional objectives in behavioral terms—with mutual in-group help, with outside assistance, or with both. Excellent materials, some in self-instruction form, are available. As you achieve basic competence with instructional objectives, begin to apply it to your day-to-day teaching.
- Select one unit of work (not too involved or lengthy) and redo it, applying PBI principles. One or more modules will result. Ask other teachers in the group to react to your materials.
- Prepare the module(s) with more than the usual degree of care, using every teaching strategy and all the materials available to you.
- Be sure to provide at least two optional modes by which students can meet each of the behavioral objectives (your lesson, designated sections of workbooks and textbooks or other reading materials, cassette or tape recordings, slide-tape materials, and so on). Ensure that it is possible for the learner, by exercising his options, to gain the expected level of performance on each criterion.
- Add other units to your repertoire and expand the use of PBI as you gain experience and confidence. At the same time, refine your initial efforts based on results of your experiences.
- Develop related parts of the instructional system, such as grading and promotions, since many established procedures will not fit in with your new efforts. However, because your efforts might upset the larger system, be sure to consult with your principal before you try to effect any basic changes.
- Prepare your students for the PBI experience. Traditional teaching modes do not fit the student for specific performance accountability and for the role of responsible independent learner. This does not imply making a big production of it. It does imply specific instructions and careful but unobtrusive management and supervision.
- Be patient with students, other teachers, administrators, and above all with yourself. What you're attempting demands a lot of behavior reorganization and relearning.
- Be aware that eventually it will be desirable to inform and involve the school community. It is not necessary, and probably not advisable, to do this before the initial stages of development and experience are successful. Curriculum change implies public involvement, but individual or group experimentation on a small scale with instructional strategies does not. Premature publicity and inflated expectations are not useful; neither is large-scale change without public support and understanding.

Performance-based teacher education (PBTE), as its name indicates, is the application of the principles and practices of performance-based instruction to teacher preparation. Such instruction appears to be well suited to educational training programs.

For one thing, it has the precision necessary to the training task and the flexibility needed to preserve the individuality of the practitioner. In addition, it is thoroughly consistent with the avowed principles upon

which our society is based. It is rooted in respect for the individual. It gives a fuller measure of equality of opportunity. It encourages both independent and interdependent behavior—and it is efficient.

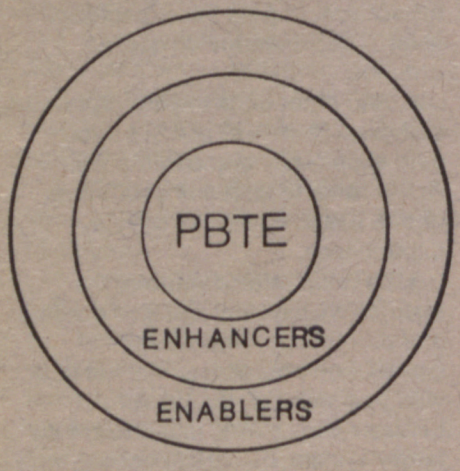
In applying the principles of PBI to its training programs, the teaching profession first proceeds to develop specific objectives. Such efforts have led to the derivation of five categories of objectives for teacher education, based on the kinds of performance criteria used in determining whether the objective has been met. The five kinds of objectives are:

1. Knowledge objectives, for which the criteria are concerned with what is to be known or understood.
2. Performance objectives, for which the criteria are concerned with what a person is able to do.
3. Consequence objectives—the highest order of objectives—which use as criteria for successful teaching the performance or behavior of the individuals being taught. In other words, the focus is on results. For example, if the objective in a college laboratory class is to have each student teacher develop a given level of ability to ask higher order questions in a microteaching setting, the professor would be accountable for attaining this result (consequences of his teaching) and each student teacher would be held to this criterion (performance objective).
4. Affective objectives, which are concerned with feelings, attitudes, values, and beliefs. Criteria for these objectives are difficult to define. Because of their nature, attainment of these kinds of objectives often has to be inferred from other evidence. For example, appreciation of literature may be inferred from an increase in the voluntary reading of literature or from membership in a literary club.
5. Experience objectives, also known as expressive and exploratory objectives, for which performance criteria cannot be determined before the act. Expressive objectives are concerned with the experience rather than with the intended learning. They represent recognition that not enough is known—at this time or in the foreseeable future—about learning to program it all. Thus, experiences are provided on the assumption that valuable learnings will occur even though it cannot be stated what they will be.

Students in teacher education may live or work in ghetto communities or tutor in the children's ward of a hospital. In such cases, the performance criteria consist only of requirements that the opportunity for the experience is exercised. In many respects, student teaching is an exploratory experience, since both its conditions and its outcomes are largely uncontrolled.

Clearly, the criteria levels represent a hierarchy of utility and difficulty of application. Knowledge criteria are the easiest to apply. Next comes performance and then consequence criteria. The affective, which is present in all activities, is both most elusive and, perhaps, most important. Experience objectives provide a broad tent within which one can pursue activities that appear valid and worthwhile even though their value cannot be proved. Obviously, the higher the order of the criterion, the longer the period of time over which data relevant to it must be gathered.

In analyzing or describing performanced-based teacher education (PBTE), one can again use a model based on three concentric circles.



The essential elements are the same as those of PBI, with special emphasis on education for the profession and on the five categories of objectives.

The most exciting developments in teacher education have been taking place in the area of the practices that enhance the effectiveness of PBTE. The enhancers include (a) individualization and personalization; (b) modularized instruction; (c) use of technology with delivery systems and feedback; (d) use of behavior-laboratory techniques, such as simulation, microteaching, and performance analysis to develop specific teaching skills; and (e) field-based experience where participation, observation, tutoring, serving as aides, student teaching, and internship teaching are among the alternative approaches.

The same kinds of resources that PBI needs also facilitate performance-based teacher education—which is most effective when system approaches are used and when the management and personnel subsystems are well developed. Some PBTE enablers are (a) systems applications, (b) management systems, (c) personnel systems, (d) collaborative relationships, and (e) teacher centers.

The last concept, that of teacher centers, is rapidly emerging as one of the most potentially significant enablers of effective performance-based teacher education. It brings into working partnership those who are concerned with teacher education, both preservice and continuing. All of the following are involved in various ways: teacher education institutions; the organized teaching profession; public and private schools, as employers of teachers and providers of training situations; the public; state education agencies; other agencies, such as intermediate governmental units; and the federal government.

Up to now, teacher certification has been based on imprecisely defined criteria. Training has been general rather than specific. The technical arsenal of both teaching and teacher education has been scanty. Thus, completion of a specified number of knowledge courses and the student teaching experience have been the basis

for certification. Professional examinations, based on the assumption of knowledge and behavioral performance, have long been in disfavor.

The development of the performance movement has opened new avenues of approach to teacher education. If objectives can be defined and if performance criteria can be established, certification can be based either on completion of a performance-based program or on meeting the criteria levels through an examination procedure.

A number of states are already committed to performance-based certification. Within this decade most, if not all, states are expected to place their certification processes on a performance basis. The impact of such a step will force institutions to revise their traditional programs to incorporate the elements and enablers of performance-based instruction.

Teacher education stands at the source of the mainstream of professional practice. Further downstream is the mighty river, comprised of all who practice. Given limited resources, it would seem the better strategy to concentrate on quality control at the source, where the problem is manageable. The best hope for the teaching profession at this time seems to be in two companion developments:

- The move to integrate the teaching profession and its training components.
- The focus of the teaching profession on improvement of the quality of teacher education.

Strong forces are working in contrary directions. Some would eliminate teacher education institutions and transfer the functions to school-based units. Others would open the schools to talent regardless of certification or training.

Never has there been a greater need for responsible professional attention to the concerns of teacher preparation and of teaching. Performance-based instruction, with its essential elements, enhancers, and enablers, provides an analytic vehicle for such a careful look. ■

ISSUES TO BE CONSIDERED

■ **Participants in the Classroom** Teachers National Study Conference identified issues that performance-based instruction raised for them and their professional associations. These issues, which have been synthesized to eliminate duplication, are grouped below under eight broad headings.

It should be emphasized that this list represents the perceptions of conference participants and does not, therefore, purport to be all-inclusive. Also, no attempt has been made to evaluate issues, elaborate upon them, or suggest solutions.

1. Decision Making at the Institutional Level

- Should the professional education association have parity with institutions of higher education and local school systems?
- To what extent should teachers be involved in planning and decision making through their professional education association?
- To what extent should the professional education association be involved in writing the objectives to establish performance-based programs?
- To what extent should the professional education association negotiate on matters of instruction?
- What should be the role of the Student NEA and its chapters in guaranteeing student involvement in the teacher preparation process?

2. Interpersonal Relationships

- What are the rights and responsibilities of classroom teachers, students, and parents in performance-based instruction?
- How should the roles of the public school classroom teacher and the college professor be redefined in performance-based instruction?
- What are the rights and responsibilities of classroom teachers, students, and parents in performance-based instruction in the elementary and secondary schools? In higher education?
- To what degree should students be involved in determining curriculums in elementary and secondary schools? In higher education?
- At what point should students be involved in determining performance criteria in elementary and secondary schools? In higher education?

3. Teaching Competencies

- What competencies will be measured?
- Who will identify these competencies?
- Who will determine criteria and behavioral objectives?
- How can the affective domain be maintained as a viable part of the curriculum?

4. Evaluation

- What will be the purpose and use of evaluation?
- Who will be evaluated? Students? Teachers? Administrators? College personnel?
- Who will do the evaluation?
- What criteria are relevant in evaluating student performance, teacher performance, and administrator performance?
- Should all evaluative criteria be specified in advance of evaluation? Might the evaluator use some hidden criteria?
- Who determines what will be evaluated and how?
- What role does the individual play in his own evaluation?

5. Conditions of Work

- Will adequate time be provided for teachers to perform the essential tasks of planning and preparation?
- Will adequate services, materials, and supplies be provided for implementation of performance-based programs?
- Will the in-service needs of educators be provided for when a program is initiated and maintained?

6. Costs and Funding

- What are the potential costs of

performance-based teaching? What are the comparative costs of a performance-based vs. a traditional program?

- Will adequate funding be provided for performance-based instruction?
- What are the attitudes of the state department of education, state legislature, and community toward financial support of innovation, particularly performance-based instruction?

7. Certification

- How does performance-based teacher education relate to certification?
- What are the implications of existing credit vs. performance-based requirements for certification?
- What legislation is needed to establish new requirements for certification of graduates of performance-based education programs?
- Will recertification of current staff be required? If so, what are the implications?
- What are the implications of performance-based certification for teacher mobility?

8. Impact on Higher Education

- What are the implications within the total realm of higher education of moving from the current course and credit approach to a performance-based approach? What are the implications in the school of education?
- How will performance-based teacher education affect transfer of students among institutions?
- How will performance-based teacher education affect placement of student teachers?
- What are the implications of performance-based teacher education for accountability of schools of education and college faculty for the quality of teacher education? □

STEPS TO BE TAKEN

■ **What are the next steps that** should be taken in the performance-based instruction movement? Conference participants recommended certain basic steps to be taken by all individuals and groups involved in performance-based instruction: federal, state, and local education agencies; institutions of higher education; professional education associations; and/or other organizations of educators or educational institutions. It also recommended additional steps to be taken by professional associations and by the Student NEA.

Recommendations to All Individuals and Groups Involved in Performance-Based Instruction

1. Identify and define terms; standardize terminology.
2. Create parity among public education, higher education, and the United Teaching Profession; establish the professional education association as a full partner with the school system and the university in all phases of performance-based instruction—exploring, planning, decision making, implementing, evaluating, and redesigning.
3. Develop and disseminate widely a clear, concise statement setting forth the fundamental concepts of performance-based instruction and answering the following questions: What is it? What are its implications for education, school administration, public school finance, and teacher education institutions? What are the roles and responsibilities of the various institutions involved—the public school, institutions of higher education, professional associations? What are the roles and responsibilities of the various individuals involved—classroom teachers, administrators, higher education faculty, auxiliary personnel, parents, and students?

Recommendations to the Professional Association

1. Assume greater responsibility for performance-based instruction.
   - Establish and disseminate widely a resolution and/or official policy statement setting forth a position with regard to PBI.
   - Launch an action program: Assign responsibility to staff and/or committee; provide consultants; sponsor conferences; disseminate information through news articles, pamphlets, and publications; establish a clearinghouse of information; conduct research.
   - Take the initiative in establishing a partnership with the local school system, the state department of education, and institutions of higher learning. Seek agreement regarding exploration, planning, implementation, and evaluation. Refuse to participate in any program in which the local association is not appropriately involved in all phases from inception of the idea through evaluation.
2. Assume greater responsibility for the climate in the school system.
   - Negotiate for teachers. Establish parity for the professional association in decision making; provide for the effective and appropriate participation of all segments of staff, students, parents, and minority groups.
   - Seek appropriate conditions of work—time, materials, personnel, facilities, in-service education opportunities, protection of teacher rights, financial resources.
3. Assume greater responsibility for improvement of preservice teacher education.
   - Take the initiative in establishing a cooperative relationship with colleges of teacher education.
   - Refuse to cooperate in any program of teacher education that does not provide parity for the professional association.
   - Take the initiative in establishing a cooperative relationship with Student NEA.
4. Assume greater responsibility for improvement of certification. Take the initiative in establishing a cooperative relationship with the state department of education; initiate appropriate state legislation; take steps to provide for mobility of teachers across state lines.

Recommendations to the Student NEA

1. Seek to represent all education students.
2. Develop and disseminate widely policy statements with regard to (a) the appropriate role of teacher education student in determining individual and course goals, behavioral objectives, performance criteria, and evaluation standards and procedures; and (b) the appropriate role of college faculty and public school cooperating teacher.
3. Seek to establish a cooperative relationship with education associations at national, state, and all levels. ■

EXINE SCHAMBER, *sixth grade teacher, Garfield Elementary School, St. Cloud, Minnesota.*

ADOPTING GRANDPARENTS

□ **"When I was being introduced to my new grandmother, she took my hand and put it in hers. Right at that moment I knew we would be very close friends and have many happy times together."**

"My grandfather had previously lost his power of speech after suffering a stroke. Because of this, he doesn't make acquaintances in the rest home. So when I come and visit him and talk to him, the project does both of us a lot more good than my just doing a math assignment or his just sitting by himself in his room. Other children can get better acquainted with their grandparents a lot faster than I can. But my grandfather and I will be right behind them, even though it will take us a little bit longer."

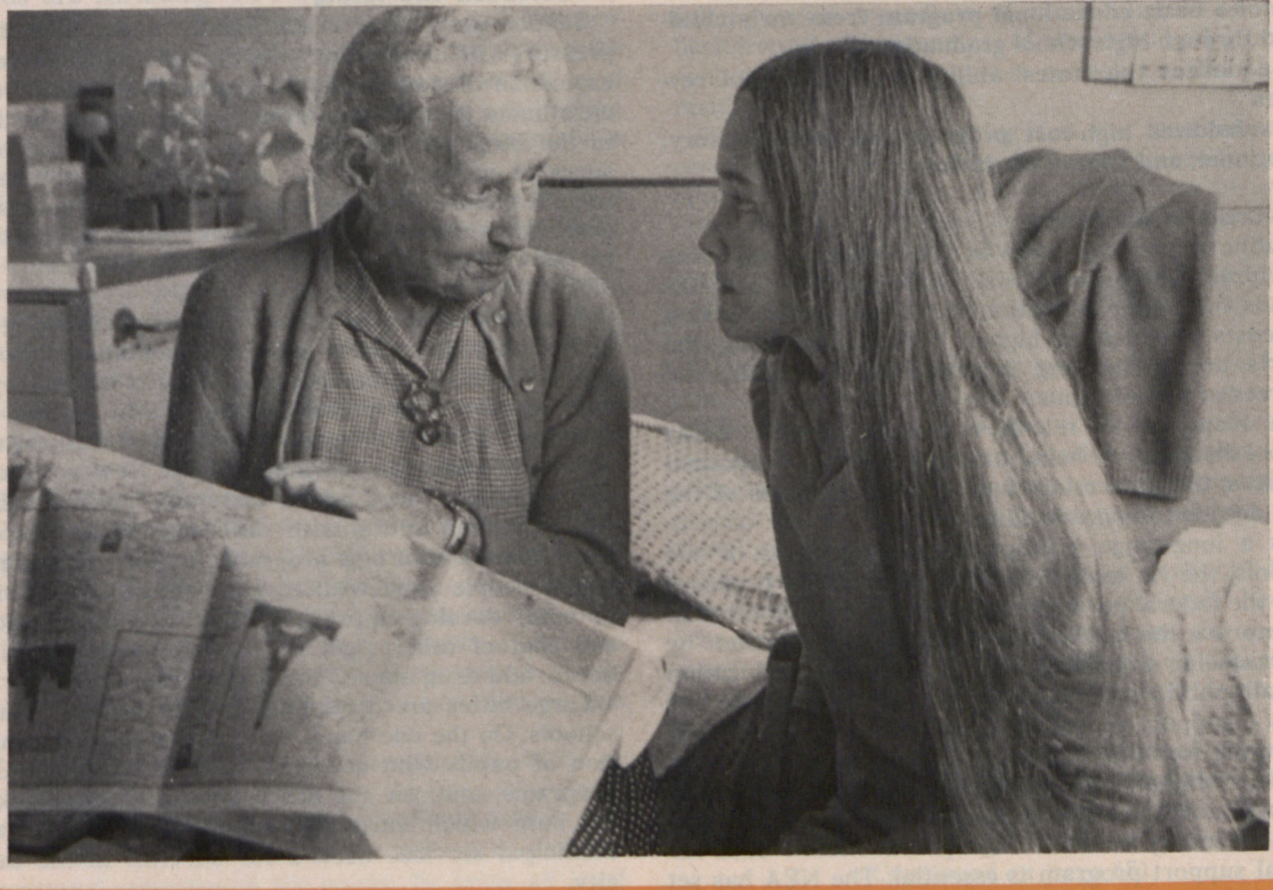
These two comments demonstrate the commitment of my sixth graders to their class project, Adopting Grandparents. Begun in the fall of 1971, the program involves two local nursing homes—the St. Cloud Nursing Home and St. Raphael's Home.

Staff at each of the homes not only provided us with the names of patients who were lonely and would welcome young visitors but also listed their interests, thus enabling us to pair each child with a grandparent who has similar interests.

The children entered the project hoping to bring some happiness into the lives of these old people. Although the youngsters were eager and excited about trying this activity, some were concerned about meeting their grandparents for the first time. One girl admitted her fears: "Before I met my grandparent, I was really sort of frightened, but after I met her, I stopped being afraid. It wasn't hard to talk to her at all."

We travel by bus to the homes about every three weeks. Often the children present their grandparents with items they have prepared for them in school—artwork, Christmas and birthday cards, and compositions. In their conversations with the old folks, the boys and girls like to hear stories about the "olden days," a topic not usually encouraged by those who visit the elderly. If the grandparent has originally come from a foreign land, he and the youngsters might discuss "the old country," a conversation that can help the student with his social studies.

My sixth graders are developing understanding, appreciation, and concern for senior citizens that will, I hope, remain with them the rest of their lives. Just making others a little happier is making them happy, too. □



FINANCING A NATIONAL STANDARD OF EDUCATION

In the following article, SAM M. LAMBERT, NEA executive secretary, presents a far-reaching proposal for a national support program for public schools that:

- **guarantees federal funds to meet one-third of the cost of a basic educational program from early childhood through high school graduation**
- **equalizes the states' ability to raise school revenues**
- **subsidizes high-cost programs of compensatory, vocational, and special education.**

The Crisis in Education

Public school education in the United States faces a crippling financial crisis. While inflation and demands for better education for all youth are driving the costs of education higher, both taxpayers and the courts are challenging increases in the traditional sources of school funds.

In response to relentless fiscal pressure, many school districts are being forced to reduce educational services, thus reversing their strenuous efforts of the past decade to upgrade education.

As a long-range solution to the problems of the schools, the National Education Association proposes that the federal government make a bold commitment to improve the quality and equality of education: by guaranteeing a national standard of quality education for all public schools and broadening the base for school support in order to equalize educational opportunity for all children.

Under this program, the federal government would supply one-third of the total cost of public elementary and secondary schools. Prompt enactment of a national support program is essential. The NEA has set 1976, the 200th anniversary of the nation, as the target date for full operation and funding.

School Costs Are Rising

School costs have risen rapidly under the triple pressures of enrollment growth, inflation, and rapid expansion of new school programs. The pressures of enrollment growth have leveled off, reflecting the drop in the birth rate in the sixties. Hopefully, the pressures of inflation will be curtailed under the price-wage controls. However, the demand for increased and improved educational services continues unabated as the concept of equal educational opportunity for all is pressed toward reality.

Programs have been added to remedy a growing list of learning difficulties—physical, mental, emotional, and cultural. Greater efforts have been made to provide programs for preschool youth, 3 to 5 years old, as research found that early childhood education made a real difference in learning ability. New vocational programs have been added to retain youth in school and to retrain adults with skills needed for employment. Numbers of new programs are designed to help young people cope with responsibilities of the right to vote; develop appreciation of their own culture and that of others; get the facts about alcohol, tobacco, and drug abuse. The list is long.

Large cities are especially hard-pressed to finance schools. On the one hand, they have a high concentration of pupils who need the most costly educational programs, and, on the other, they have a shrinking tax base which must also support the high cost of municipal services needed for survival in the inner city.

School desegregation cannot be postponed in any part of the nation. For many cities, the solution involves whole metropolitan areas. Though it is costly to do so, integrated schools can be established and maintained provided that high-quality education is offered.

Cutbacks Across the Nation

Caught between rising costs and lagging revenue, school systems of all sizes are retrenching—sometimes drastically. Although not all school systems are affected yet, some, like that of Los Angeles, have cut back on the number of teachers and shortened the length of the school day. Others, like the one in Independence, Missouri, have closed when out of funds. Some of the largest systems—Chicago and Philadelphia, for example—face the possibility of running out of funds and ending the school year early or of borrowing against next year's revenues. Others have cut specialized teachers and staff for programs in art, music, health services, reading, libraries, driver education, counseling, and physical education. Many have reduced allowances for substitute pay, teacher aides, and maintenance of school buildings.

Cost cutting, such as this, is keeping the schools going—but just barely and at a sacrifice in the quality of education.

The Tax Squeeze

While needs are mounting, additional state and local funds are shrinking. In recent years, local property taxpayers have voted down more than half the proposed school bond and tax increases, nearly twice the rejection rate of five years ago. New state and local taxes and increased levies are harder to get after a decade when per capita state and local taxes have more than doubled.

Even more important for school finance is the fact that in about half the states, legal action is now being taken to invalidate school financing systems that discriminate in expenditures on the basis of the wealth of the school district. Local property taxes currently supply about 52 percent of school support, with 41 percent coming from state sources, and 7 percent from federal aid. A wealthy school district can finance schools well with a low tax rate on a high assessed value. In a poor district, however, even high rates yield little revenue for schools.

Neither state nor federal funds now equalize the disparities. In California, the highest state court found that local property tax financing invidiously discriminates against the poor by making the quality of a child's education a function of the wealth of his parents and neighbors rather than of the wealth of the whole state. Courts in other states are following this reasoning.

The logic of the decision is irrefutable. With or without pending court cases and final appeals, states are looking at ways of funding schools which will equalize both the burden for the taxpayers and the educational opportunity for youth. To bring all local districts up to the spending level of the highest districts is extremely expensive. To equalize costs by reducing expenditures in the higher districts would entail serious cuts in the educational program for many pupils.

How to attain the goal of equality of educational resources within states matches the problem of how to secure adequate funds.

States are studying possible solutions to their varying degrees of inequality in the revenue base for school support. These include (a) takeover by the state of all or almost all of the responsibility for financing schools; (b) enactment of a state aid program which truly compensates for the unequal revenue base that now exists among districts largely because wealth as measured by the assessed value of property is not spread uniformly within the states.

Determining which tax source to use to finance the increased cost of equalizing educational opportunity is also a major dilemma. Many fear that taxpayer resistance to any tax increase may mean little new revenue for schools and an actual decrease in school expenditures in the higher expenditure districts to bring the expenditures in the poorer districts up to the state average.

The Solution: A Federal Foundation Program

The nation is obligated to provide every American child with the opportunity for an education in the public schools. Each child's birthright is the guarantee of an equal educational opportunity to achieve his full potential regardless of race, religion, or ethnic background and regardless of the social and economic condition of his family, his school, or his state of residence.

The states are searching for the best means to comply with the rule that the level of spending for a child's education may not be a function of wealth other than the wealth of the state as a whole. If this rule is accepted for educational spending within states, the next step is obvious—to make the level of educational spending a function of the wealth of the entire nation.

Although the majority of youth today are better educated than ever before, many are leaving schools inadequately prepared in the skills and understandings needed to work and to function as citizens. Many with learning handicaps are not getting remedial programs. Many others are not receiving modern vocational programs.

The tremendously fruitful years of early childhood development are lost for many children because schools are not providing kindergarten and nursery programs. The whole nation loses when its citizens do not achieve the full measure of their productive capacity.

State and local funds—the traditional source of school support—cannot supply the educational funds needed. Furthermore, the nation cannot afford to change its schools at the gradual pace of the past few

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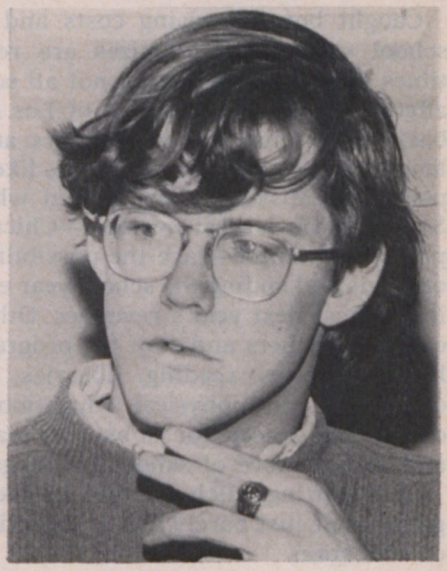
"This interchange between students, parents, and teachers is a good example of what should be happening at the local level."

Don Morrison

"There's something about a teacher who lets me disagree with him that makes me very glad to be in his class."

Jeff Sconyers



"I want teachers to make courses relevant to me. Because I'm black, I want most of my subjects to relate to me as a black person."

Denise Snowden

NCPT President Elizabeth Mallory, NEA President Don Morrison, and three high school students discuss . . .

PARENT-TEACHER-STUDENT INVOLVEMENT

in educational decision making.

Recently, Donald Morrison, president of NEA, led a discussion on the subject of parent, teacher, and student responsibility in ensuring a good education for students and their involvement in educational decision making. Participating in the dialogue were Elizabeth Mallory, president of the National Congress of Parents and Teachers, and three senior high school students—Brandon Buteau, Walt Whitman High School, Montgomery County, Maryland; Jeff Sconyers, Madison High School, Fairfax County, Virginia; and Denise Snowden, Anacostia High School, Washington, DC.

The following is excerpted from that discussion.

Mr. Morrison: Let's start our discussion with the question of what parents should be held responsible for in ensuring a good education for youngsters. Mrs. Mallory, what is your opinion on this?

Mrs. Mallory: It's just axiomatic that the healthy, well-fed child who goes to school expecting a pleasant experience will learn more than his counterpart who is not well-fed and has negative attitudes about school—regardless of the system of instruction. All parents, however, are not able to provide for their children as well as they would like to.

Mr. Morrison: Denise, what do you think parents should be held responsible for?

Denise Snowden: I agree with Mrs. Mallory. Parents should provide a healthy home environment for their children. Once children have that, they'll probably take a healthy attitude with them wherever they go—including school.

"But you can't tell the student he's responsible for getting the most out of his education and then put him in a program where he doesn't have the chance to take that responsibility."

Brandon Buteau

Elizabeth Mallory

"I am perfectly willing to let the profession decide on teacher preparation and certification. We have no debate on that subject."

Brandon Buteau: There's more to it than just that, though. Parents have the responsibility to find out what's going on in the schools. In most places, parents are interested in what their children are learning.

Mr. Morrison: Jeff?

Jeff Sconyers: No one has touched on the political area as yet. School systems are not governed by autonomous individuals. In Virginia, school boards are appointed, but in most places they are elected. So, in those places, parents, who are enfranchised, have the responsibility to elect good board members and thereby improve the schools.

Brandon Buteau: Since parents provide much of the tax base for the operation of the school system, it's necessary for them—and the entire voting population—to establish social priorities. In a particular state, for example, do citizens want a better highway system or a better educational system? Once they've decided, they should appropriate whatever funds are necessary. Personally, I think education is one of the most important priorities. I don't think the states could spend too much money on education.

Mrs. Mallory: Yet there comes a time when the public needs to set limits on what they expect schools to do. They can't ask the schools to take care of all of the ills of society.

Brandon Buteau: Schools just don't have the money to do that.

Mr. Morrison: For years and years, the parochial schools had an unwritten rule that parents shouldn't be involved in the school system. They've changed that over the last few years. They are establishing lay school boards and other means to involve parents.

Public schools, on the other hand, have usually involved parents. But do you think parents today understand their role in relationship to schools?

Brandon Buteau: I certainly think there's lack of communication between the parents and the school system. Frequently, some new program will be introduced, let's say a pass-fail grading system, and half the parents won't even be aware of it until they get their child's first report card.

Most parents feel that they should have a primary part in determining the policy of the school system, but that's not the way it turns out.

Mrs. Mallory: In some enlightened school districts, parents actually do help make decisions after first getting necessary background information.

Brandon Buteau: Isn't that the exception rather than the rule?

Mrs. Mallory: Oh yes, absolutely.

Brandon Buteau: Frequently, the only point of contact between the parent and the school system is the PTA.

Mrs. Mallory: Actually, the PTA meeting often becomes the vehicle whereby parents can ask questions about school programs or give reactions to them.

Jeff Sconyers: Practically every student, parent, or student-parent organization that I've run across has an identity crisis. Our student government, for

example, often wonders just what the heck it's supposed to be doing.

The same thing seems to be true with our PTA. Two years ago we held rap sessions to determine the purpose of the PTA. We broke up into groups—students, teachers, parents, and administrators all getting together to discuss the question. I was quite glad to have the chance to talk to parents and teachers I had never met before, but nothing ever came of it.

Mrs. Mallory: That's unfortunate.

Jeff Sconyers: Most organizations feel stifled by school administrators and the members of the school board.

Mr. Morrison: The participants must have made some constructive suggestions during those rap sessions. Could they have been implemented? Are there no channels in your school system to effect change?

Jeff Sconyers: There are channels, but working with the administrative personnel in Fairfax County is difficult at times because it's such a big system.

Denise Snowden: When we have rap sessions, we may come up with ideas, but if the administrators don't really agree with us, they'll nod in agreement while we're talking and leave the session with something different on their minds.

Mrs. Mallory: There is a danger in generalizing in this type of conversation. We have to remember that for every case where this kind of discussion has not been productive we could cite a place where it has been highly productive.

Mr. Morrison: Let's talk now about teacher accountability. My immediate reaction to the subject is that teacher accountability must go hand in hand with teachers' acquiring the rights and responsibilities of governing their own profession. With this said, I am interested in what you, Mrs. Mallory, and you three students think teachers should be responsible for in ensuring a good education for young people.

Mrs. Mallory: I am perfectly willing to let the profession decide on teacher preparation and certification. We have no debate on that subject.

Teachers should be responsible for knowing the necessary body of information to teach their subject and the necessary skills to communicate with their students. They should also be flexible enough to adapt their skills and their knowledge to meet the real needs of each student. It's a tall order.

Brandon Buteau: There's no way to test whether a person is going to be a good teacher or not until he gets into a classroom and works with students.

Jeff Sconyers: There's something about a good teacher that's hard to pin down. I suppose he's someone who's willing to listen to students and to get feedback from them. There's something about a teacher who lets me disagree with him that makes me very glad to be in his class.

Mr. Morrison: Aren't you saying, Jeff, that sometimes students have some suggestions that would be helpful for change in a classroom?

Jeff Sconyers: Oh yes, definitely.

Mr. Morrison: How else do you think teachers can ensure a healthy environment for students?

Brandon Buteau: It would be a good idea for teachers to let students help decide on the course of study at the beginning of the school year. Many teachers might oppose this because they couldn't use the same course of study year after year. They would also have to be more widely read than before because they might be teaching different topics every year.

Denise Snowden: Teachers have to deal with their students on a personal level and talk with them about their problems. In this way we can work to eliminate hazardous environments within the school and community.

Brandon Buteau: If a teacher has 30 or 35 students in a class and five classes a day, it is difficult for him to know all the students and relate to them.

Students should try to understand that teachers are human beings, too. Frequently, students are very hasty judges of teachers. If students think that a teacher or a course is crummy, the course will be crummy, regardless of how good the teacher is.

Jeff Sconyers: If you have a bad attitude when you go into a class, you tend to keep it.

Mrs. Mallory: Also, if students hear their parents talking about "that stupid bunch of people over at school," this does nothing to generate a positive attitude toward the schools.

Mr. Morrison: I wonder if I might backtrack on something that you mentioned, Brandon, about students' having some say in what's going to be taught in a course. Are you talking about starting at the secondary level or in the elementary school?

Brandon Buteau: It shouldn't start full-force at the secondary level because students aren't prepared for it. I know of a case where a high school teacher asked, "What would you like to study this year?" and the students had no idea how to respond because they'd never had this question put to them before. Teachers should begin asking these questions earlier.

Mrs. Mallory: Start in kindergarten. The teacher could ask, "Would you like to learn more about the Indians or the Chinese?"

Brandon Buteau: Right. When teachers do that, students know they have a say in what they're going to learn and are a little more interested in it.

Jeff Sconyers: I have not felt qualified to determine the content of the courses I'm taking in high school. It's not the students' place to determine what the content will be. That should be left up to the teacher. That's why a teacher is a teacher.

Denise Snowden: I disagree. If all teachers were qualified to teach the content of a course with relevancy to the students, I believe we would not have such a high dropout rate in our schools. I want teachers to make courses relevant to me. Because I'm black, I want most of my subjects to relate to me as a black person.

Jeff Sconyers: It's somewhat of a paradox. When students have good teachers, they don't need to say what they want offered in a course. But when they've

(*Continued on page* 62)

Teaching About Jewish History

GLADYS ROSEN, *program specialist, Jewish Communal Affairs Department, the American Jewish Committee. Dr. Rosen has taught Hebrew and Judaic studies on the college level. She is the author of "Guidelines to Jewish History in Social Studies Instructional Material," published by the American Jewish Committee.**

□ **The melting pot is the image that has always been** at the heart of any American credo. As a theory of history, however, it has often obscured more than it has revealed, for ignoring the uniqueness of ethnic and racial minorities in our country not only distorts history but also contributes to the kinds of prejudices which are abhorrent to American ideals.

Strong feelings of ethnic awareness and identity have emerged in America today in the wake of the black civil rights movement. To direct this ethnic awareness toward mutual understanding rather than divisiveness and hatred, citizens need deeper understanding of cultural pluralism. In this connection, the teaching of social studies is crucial, since its purpose is "to give a measure of knowledge for understanding contemporary society."

Unfortunately, research reveals that many instructional materials now in use fail to give every thread in the "seamless web of history" its just consideration. The lack of concern with Jewish history is distressing. But for the use of the unexplained and unilluminating phrase, *Judeo-Christian,* most textbooks regard the Jew as an archaeological relic whose day ended with the advent of Christianity.

Jews do not fit neatly into any conventional definitions of nation, culture, ethnic group, religion, or civilization, for their historical development includes aspects of all of these. The nature of the Jewish experience has always been that of a continuing dialectic between a people and its tradition on the one hand and tradition and a foreign-host culture on the other. This dual process enabled Jews to enrich their internal culture and institutional life by selective assimilation even under difficult conditions of persecution and economic hardship. At the same time, they made vital contributions to the cultures that surrounded them.

From the period of early exile in Babylonia, the Jews participated (when permitted) in all branches of cultural and economic life in most countries where they settled. During the early medieval period, they achieved a practical monopoly in the important areas of financial management and international trade. In Spain in this same period, their translations of the classics into Arabic and Hebrew helped to keep alive culture and the Greek and Roman tradition.

Yet, despite the unique nature of the Jewish contribution, most world histories show ignorance of or little interest in Jewish history. Also, most American history textbooks currently in use are notably *judenrein*—except for a brief mention of the contributions of individual Jews like Haym Salomon, the revolutionary patriot, and Louis D. Brandeis, the Supreme Court justice.

In order for the student in the United States to understand American Jewry as an integral element in American society, he must acquire some awareness of how and why Jews came to America; the various immigrant settlements; and Jewish beliefs, institutions, and cultural and economic contributions to American society. Material about the Jewish role in American history can be included in social studies units on colonial and local history, immigration, minority-group relations, economic history, and so on. Emphasis should be on the Jewish group role rather than on outstanding individuals who, of course, can be included whenever their particular contributions are germane to the subject.

This kind of treatment presupposes the improvement and revision of textbooks and the availability of supplementary materials that will effectively illuminate the unique development of the Jewish community within America. In-service training of teachers will help to ensure the successful use of such materials, which should be integrated into social studies courses for all students.

A proper understanding of the Judaic role is an essential part of a well-rounded liberal arts education and a sine qua non in helping the non-Jewish student to understand his Jewish neighbors.

The Jews can serve as a paradigm of survival for our age. Their sense of tradition and the meaning of their history are especially timely today. As John Dos Passos wrote: "In times of change and danger, when there is a quicksand of fear under men's reasoning, a sense of continuity with generations gone before can stretch like a lifeline across the scary present." □

*For sale by the Jewish Communal Affairs Department, the American Jewish Committee, 165 E. 65th St., New York, NY 10022. Single copies, 75¢. Quantity rates available on request.

The Most Significant Educational Research

Ten Most Significant Educational Research Findings

(Revised as of 1971)

Starred items also appear on the list for the years, 1956-66.

1. Human characteristics: Bloom, Benjamin S. *Stability and Change in Human Characteristics.**

2. Equal educational opportunity: Coleman, James S., and others. *Equality of Educational Opportunity.*

3. Development of the individual: Ripple, Richard E., and Rockcastle, Verne N., editors. *Piaget Rediscovered.** Furth, Hans G. *Piaget and Knowledge.*

4. Nature of intelligence: Guilford, J. P. "Three Faces of Intellect," *The American Psychologist,* 1959.* Cattell, Raymond B. "Theory of Fluid and Crystallized Intelligence: A Critical Experiment," *Journal of Education Psychology,* 1963.

5. Methodology of educational research: "Statistics," *Methodology of Educational Research,* December 1969.

6. Principles of learning: Suppes, Patrick. "Modern Learning Theory and the Elementary School Curriculum," *American Educational Research Journal,* March 1964.*

7. Characteristics and styles of administrators: Hemphill, John; Griffiths, Daniel E.; Frederiksen, Norman. *Administrative Performance and Personality.**

8. Physiological approaches to learning and memory: Gaito, John. "DNA and RNA as Memory Molecules," *Psychological Review,* 1963.* Bennett, Edward L., and others. "Chemical and Anatomical Plasticity of Brain," *Science,* October 30, 1964.

9. Comparative education: Husen, Torsten, editor. *International Study of Achievement in Mathematics: A Comparison of Twelve Countries.* Vols. I and II. Foshay, A. W., editor. *Educational Achievements of Thirteen-year-olds in Twelve Countries.*

10. Nature-Nurture: Jensen, Arthur R. "How Much Can We Boost IQ and Scholastic Achievement?" *Harvard Educational Review,* Winter 1969.

The six starred items above and the following four were selected as the most significant educational research findings for the years 1956-1966.

1. Effects of environment on the development of individuals: *Annual Report 1965.* Institute for Developmental Studies, School of Education, New York University.

2. Talents of young people—Project Talent: Flanagan, John C. "Maximizing Human Talents," *The Journal of Teacher Education,* June 1962. Flanagan, John C., and others. *The Identification, Development, and Utilization of Human Talents: The American High School Student.*

3. Curriculum revision projects: Ripple, Richard E., and Rockcastle, Verne N. *Piaget Rediscovered.*

4. Education studies made by James Bryant Conant: *The American High School Today, Education in the Junior High School Years, Slums and Suburbs,* and *The Education of American Teachers.*

DANIEL E. GRIFFITHS, *dean, School of Education, New York University.*

□ **What research in education has proved to be most** significant in the last 15 years? Have the lines of inquiry and findings of special importance remained consistent in the past decade or have new concerns and new studies commanded attention?

In the fall of 1966, I compiled a list of the 10 most significant educational research findings (note box at left). What has happened in the interim? Has the list stood the test of time or have new research insights changed it?

First, what is meant by the term, "significant educational research findings," and how can one determine them? I resolved the latter problem simply by asking a sample of professionals—researchers, administrators, and teachers—what they thought the list should include.

The former was a bit more complicated. What, for example, is a "finding"? If one chooses to define that word as "a definitive conclusion of a single study," then it has little meaning. Several of the respondents pointed out that a single finding is rarely important in itself but acquires importance because it fits a system of findings. Another way of saying the same thing is that a single study never produces significant findings, with rare exceptions, and that major contributions are usually a series of interconnected studies conducted by a number of investigators. When a single study does produce significant findings, it is the culmination of a number of related researches.

What then is a "significant" finding? Lawrence M. Stolurow of the Harvard Computing Center suggests three questions to ascertain the significance of research in education. (a) To what extent has the behavior of individuals in education been changed? (b) How many articles have been written as a result of the findings? (c) To what extent do educators talk about or use the concepts generated by the research in discussing their own problems?

Dr. Stolurow also believes, as do many others, that a critcal mass of research evidence triggers behavior change in educational practitioners. The size of the critical mass probably varies with a number of factors, including the readiness of the field, the power of the findings, and the size of the groups to be affected by the study.

"Research" is used to mean applied research and development as well as fundamental, theory-testing research. I accepted a wide range of research methodologies for inclusion in this paper.

Following is the new list of the 10 most significant educational research findings.

Human characteristics. The work of Bloom published in *Stability and Change in Human Characteristics* is the best example of the proposition that significant findings for education emerge from long lines of inquiry.

Bloom reviewed almost 1,000 studies of selected human characteristics in an attempt to understand the development and change in these characteristics over a period of time. The studies, taken as a whole, summarize what is known about quantitative development of certain human characteristics from near birth to adulthood.

Bloom's major hypothesis is that "the environment in which the individual develops will have the greatest effect on a specific characteristic in its most rapid period of change and will have least effect on the characteristic in its least rapid period of change." He points out, for instance, that general intelligence appears to develop as much from conception to age 4 as it does from age 5 to 18.

Bloom's second major hypothesis is that "change measurements are unrelated to initial measurements, but they are highly related to the relevant environmental conditions in which individuals have lived during the change period." From this he argues that the home and the school should act in harmony so that one reinforces the other.

Bloom's work points up the tremendous importance of early education. The significance attached to his work is reflected in Head Start, in the interest in nursery school and kindergarten education, and in a revival of concern for primary education.

Equality of educational opportunity. Virtually all the respondents nominated studies in equality of educational opportunity, and most mentioned the Coleman Report, which was made in response to the Civil Rights Act of 1964.

The Report addressed itself to four major questions:

- To what extent are racial and ethnic groups separated from each other in the public schools?
- Do schools offer equal educational opportunity?
- How much do students learn as measured by their performance on standardized achievement tests?
- What relationships exist between student achievement and the kinds of schools they attend?

The study is a monumental one, not only because of the vast amounts of data gathered, but because of the skill and ingenuity with which the data were analyzed. While each of the questions had been researched many times before, the Coleman Report is the capstone of such research efforts.

Many of the Coleman Report findings are well-known:

- Negro students (as of 1966) were nearly completely segregated in the South and were also segregated in all other sections of the country.
- With the exception of Oriental Americans, minority groups score lower on all measures of school achievement.
- With the exception of Oriental Americans, the achievement decrement increases as minority children progress through school.
- When socioeconomic background of pupils is kept constant, schools across the country are remarkably similar in achievement by pupils.
- The achievement of minority pupils is more dependent on the schools they attend than is the case with most white children.
- If a minority pupil from a home lacking sufficient educational enrichment is put with schoolmates from educationally advantaged homes, his achievement is likely to increase.

The Coleman Report put the issue of school integration into a factual framework, made it possible to evaluate the results of segregation, and laid the foundation for subsequent policies and practices of the federal government.

Development of the individual. Inquiries into the development of the individual have constituted a line of study for a considerable period of time. The work of Gesell has been most influential in this country, but recently it has been overshadowed by that of Piaget, the Swiss psychologist.

As Eleanor Duckworth states, Piaget's theory is that the "development of intellectual capacity goes through a number of stages whose order is constant, but whose time of appearance may vary both with the individual and with the society. Each new level of development is a new coherence, a new structuring of elements, which until that time have not been systematically related to each other."

Four factors are related to the development of individuals: nervous-system maturation, experience, social transmission, and auto-regulation. The last is viewed as more important than the first three.

The chief implication for education in Piaget's work is "a plea that children be allowed to do their own learning. . . . Good pedagogy must involve presenting the child with situations in which he himself experiments, in the broadest sense of that term—trying things out to see what happens, manipulating things, manipulating symbols, posing questions and seeking his own answers, reconciling what he finds at one time with what he finds at another, comparing his findings with that of other children."

Piaget is extremely popular among elementary school educators, psychologists, and specialists in child development. However, although he is referred to constantly, I believe he has influenced conversation more than educational practice.

Nature of intelligence. The study of human intelligence is one of the most notable lines of inquiry, beginning with Galton's two-factor theory, followed by the development of intelligence tests by Binet and Terman, L. L. Thurstone's exploration of factors in intelligence, and Cattell's theory of fluid and crystallized intelligence (which promises the development of culture-fair intelligence tests). Guilford's unified theory of intellect continues the line.

The Aptitudes Project, which Guilford directs at the University of Southern California, has organized the known unique or primary intellectual abilities into a single system called the "structure of the intellect." One basis for the classification is the basic process or operation performed. This classification produced five major groups of intellectual abilities: factors of cognition, memory, convergent thinking, divergent thinking, and evaluation. A second way in which Guilford classifies intellectual factors is according to the kind of material or content involved—figural, symbolic, semantic, and social. The third way of classifying is according to products involved—units, classes, relations, systems, transformations, and implications.

Guilford believes that the most important educational implication of his work is that it changes the conception of the learner and the learning process. He characterizes the prevailing concept of the learner as a kind of stimulus-response device, much like a vending machine. The learner is taught to give out a certain response when a particular stimulus is administered, just as a vending machine emits a given product for a coin. According to the structure of intellect model, the learner should be conceptualized as an electronic computer. The computer receives information, stores it, uses it to generate new information by either divergent or convergent thinking, and evaluates its own results. In addition, the learner has an advantage over a computer in that he can discover new information outside himself.

This conception of the learner leads to the idea that learning is the discovery of information, not merely the formation of associations. The acceptance of this idea and its introduction into the schools over the past seven or eight years is evidence of the significance of Guilford's work.

Methodology of educational research. The remarkable advances in research methodology must be included, although they are not a research finding in the sense of the others included on this list. Educational researchers are now using powerful methodologies in their efforts to advance knowledge. They may still occasionally use "elephant guns to shoot at fleas," but they no longer use "fly swatters to kill tigers." Once they used only the statistic of simple correlation in efforts to understand complex educational situations, but now almost all use multivariate analysis. Educational outcomes are virtually never measured against a single criterion, so methods of analysis are needed which handle all of the criterion variables simultaneously. These are now available.

The availability of advanced statistical tools changed the way researchers think about educational problems. They are now able to devise more appropriate theories because their methods more precisely mirror the complex reality of the school and the classroom. Advances in methods of analysis have made possible great advances in research design, particularly in model building whereby the researcher constructs an analogy (often mathematical) to the situation he wishes to understand better.

Improvement in methods of research is the major reason for the recent dramatic increase in the production of significant educational research.

Principles of learning. The application of computer technology to research in learning theory might well be considered as a research breakthrough. The modern era started with James and Thorndike and moved through Hull, Guthrie, Gates, and others to such present-day workers as Bruner. A second line of inquiry—the work in teaching machines by such men as Pressy and Skinner—has a much shorter history. These two lines have now merged, and the new line is the study of learning in computer-based laboratories.

Neither learning-theory research nor teaching machines constituted powerful lines of inquiry, and the hope held for them has now largely been dissipated. The reason is largely technological. It was virtually impossible to handle the empirical data generated by a study of learning in a classroom, and a noncomputerized teaching machine could deal only with learning processes which are too simple to be of much value. The computer has changed both of these conditions.

The work chosen for this list is that of Suppes, the Stanford philosopher, in which he describes research on five principles of learning in a computer-based laboratory. The laboratory is a simulation of a teaching environment created by a tutor working with an individual child. The computer provides not only visual information on a televisionlike screen but also auditory information through speakers or earphones.

An example of the unique value of the computer in learning research is the attempt to apply response latency—the time between a stimulus and the onset of a response—as a criterion of learning. Presumably, the shorter the time, the better the student is learning. Measurements of response latency are impossible in ordinary classrooms; they are feasible in computer-based classrooms.

The potential of learning research in computer-based laboratories is one of the most promising of the present ventures.

Characteristics and styles of administrators. The publication of *Administrative Performance and Personality* capped a long line of inquiry into the characteristics and styles of administrators. The methodology of this study was the creation of a simulated school in which 232 elementary school principals worked. Their administrative activities were scored and factor-analyzed, and the resulting factors were related to a large number of variables.

Eight styles of administration and of the personalities that tended to accompany each style emerged. Each style was related by a large-scale multivariate analysis process to measures of mental ability, basic personality factors, interests, job performance values, group interaction, superiors' ratings, teachers' ratings,

professional and general knowledge, and biographical data. The result was a detailing and explanation of the administrative style through description of the people who perform in accordance with it.

The report of research has not been widely distributed nor, apparently, have many people read it. The materials used in the study, however, have had wide use. The kinescopes, tape recordings, and other printed materials developed in this study have been employed in graduate courses for administrators in over 100 universities, and yet recent doctoral research indicates that only two universities used the written report in their instructional program.

Physiological approaches to learning and memory. A number of studies have attempted to determine physiological bases for learning and memory. This work has largely employed neurological and biochemical approaches. Probably the work best known to educators is that of K. S. Lashley (*Brain Mechanisms and Intelligence.* Chicago: University of Chicago Press, 1929. Reprinted by Hafner).

Biochemical studies now appear to be more popular than neurological ones, and some exciting research which bears on the possible involvement of DNA (deoxyribonucleic acid) and RNA (ribonucleic acid) in memory functions has been done. In reviewing the research on DNA and RNA in relation to memory, Gaito concludes that while there is no conclusive direct evidence to indicate that either of these is the memory molecule, inferential evidence of this does exist.

Bennett and his associates found that rats who receive enriched experiences develop greater weight and thickness of cortical tissue than do their littermates without the experience. Further, acetylcholine esterase activity increases in the rest of the brain even though tissue weight decreases with enriched experiences. This demonstrates that "the brain is responsive to environmental pressure—a fact demanded by physiological theories of learning and memory."

These are but two promising examples that the next decade will see important research results in the physiological approach to learning and memory.

Comparative education. The study of the educational systems of different countries has long been a distinguished line of inquiry. These studies have been descriptive in nature, and although some, notably certain UNESCO projects, have employed statistical data, the studies were essentially qualitative.

The International Project for the Evaluation of Educational Achievement was conceived to measure objectively the actual achievements of educational systems and to explore empirically the factors related to such achievement. A pilot study of 13-year-old students in 12 countries in the areas of reading comprehension, mathematics, science, geography, and nonverbal ability was completed to test the feasibility of the idea. Foshay reported the results. A number of interesting conclusions were reached: the United States fared poorly when compared with other countries; boys varied more from country to country than did girls; Scandinavian children who start school at age 7 did as well on the tests as children in other countries with longer schooling.

This project raised and answered many questions concerning differences among countries in achievement by relating the differences to a larger number of factors.

Nature-nurture. One of the oldest discussions deals with whether heredity or environment has more influence on the development of intelligence. Within this context, Jensen wrote his highly controversial article in which he reported on an analysis of 151 studies. (The reader of Jensen's article is also referred to an analysis of his work which appeared in the Spring 1969 issue of the *Harvard Educational Review* and Jensen's reply in the Summer 1969 issue.)

Jensen opened his paper by stating that recent compensatory education efforts have failed. (This statement is not entirely correct: More precisely, Head Start has not been a complete success.) He then questioned a central notion of compensatory education: IQ differences are almost entirely the result of environmental differences and the cultural bias of IQ tests.

After defining the concept of IQ, he analyzed several lines of inquiry which suggest that genetic factors are much more important than environmental ones in producing IQ differences and that prenatal influences may well contribute the largest environmental influence in IQ. He also discussed evidence showing that social class and racial variations in intelligence must be attributed at least partially to genetic differences.

Jensen then examined other mental abilities, such as free-recall and auditory digit memory, and suggested that educational programs might capitalize on these. He concluded that efforts to boost the IQ have been misdirected and that educational programs should match in variety the wide range of mental abilities found in children, should focus on mental abilities other than the cognitive, and should, therefore, teach more specific skills.

In this reexamination of 10 lines of significant research in the decade from 1956-1966, six of the original remain on the list. No doubt another observer might order them differently or choose other researches to illustrate the lines of inquiry or even choose different lines.

The list probably omits some important work; if so, the oversight is unintentional.

The suggestions of Professors Fred Kerlinger and F. James Rutherford of New York University, Professor Glen Heathers of the University of Pittsburgh, Professor R. M. W. Travers of Western Michigan University, Professor Benjamin Bloom of the University of Chicago, and Sidney Marland, U.S. Commissioner of Education, are gratefully acknowledged. □

DEEP in Economic Education

KATHRYNE SANDLIN, *coordinator of economic education, Putnam City Schools, and chairman, Social Studies Department, Putnam City Senior High School, Oklahoma City.*

□ **In January 1971, the Putnam City school system of** Oklahoma City organized Developmental Economic Education Program (DEEP), a three-year project to integrate the study of economics into social studies and/or business classes. The Program emphasizes that youngsters, whether they are first graders or twelfth graders, need to relate continuously to the realities of the everyday money-making world of their parents.

DEEP started with the classroom teacher. Last spring, 87 elementary school teachers voluntarily spent four hours one evening a week in an in-service training class on basic economic principles. Professors from Oklahoma State University (OSU), the cooperating university which has supplied the know-how and inspiration for the Program throughout the state, conducted the classes.

Following the evening classes, these teachers participated in a two-week workshop on curriculum development at OSU during summer vacation. Then they spent the next four weeks at Putnam City schools writing a curriculum for each elementary grade and one for an ungraded elementary school.

By the fall of '71, the 12 elementary schools in the Putnam City system began using the new curriculum. During this school year, many fine inquiry and research projects have been developed:

• One sixth grade teacher won a third place Kazanjian Award—a national prize to honor teachers who present economic facts, concepts, and principles in a relevant, exciting, and effective manner—for a project carried on by her class. One of her students had suggested that sixth graders collect Betty Crocker coupons and send them to General Mills, Inc., which at that time was offering to reimburse anyone or any group that had purchased a kidney machine and could produce coupons equivalent in value to its cost. The machine the pupils chose required them to collect coupons equivalent to 600,000 ½¢ coupons.

All the schools in the system became involved in the project, and the sixth graders kept charts and records on the number of coupons gathered in each school. Eventually, a radio station heard of this effort and encouraged people throughout the state to send coupons to this class.

The goal was met, and the students acquired a life-saving kidney machine for an Oklahoma City dialysis center. The youngsters learned many economic and sociological concepts in the bargain—and collected enough coupons to help a biology club in Clinton, Oklahoma, obtain a kidney machine for that town.

• One second grade class pretended that a table with a green covering was a large section of land owned by four farmers. A pupil-entrepreneur convinced one of the farmers to sell him enough land to build a factory. Once the factory appeared (a milk carton), another entrepreneur purchased land to start a housing development. Eventually, after much discussion and planning, the students developed a whole town on that table top, which they named Porterville for the teacher. It included the factory, a school, a hospital, private homes, apartment buildings, fire and police stations, churches, an airport, and private businesses.

(In order to keep the mathematics simple, all students made purchases in multiples of hundreds of dollars. They used discarded milk cartons of various sizes to represent buildings.)

As the project developed, the youngsters realized that property owners had to pay a proportionate share of the cost of building roads, maintaining security forces, and so on. Taxes!

• A fourth grade class built a mechanical "thing," made of wooden spools, lengths of dowel, candles, and rubber bands. Students brought the equipment from home, sharing the parts. One student was taught how to assemble and make the first machine. Then, the students organized themselves into an assembly line to mass produce the "thing." The project gave the class experience in dealing with the problems of scarcity of supplies and differing abilities of students. Of course, they picked up some basic scientific principles, such as leverage, as well as learning some sociological and economic problems of production.

Community involvement is an important and integral part of the DEEP program. During the past summer, businessmen in the community began to organize themselves into a Booster Club for this project. These men, who include bank officials, building contractors, investment brokers, owners of business firms, and utility company executives, are now speaking to classes and conducting students on tours of their businesses. They also encourage various service organizations, such as Kiwanis, Rotary, and Lions, as well as the PTA's to support the Program financially.

This spring, Putnam City junior high school teachers are taking part in an in-service program which will lead to integrating economics into their social studies and business classes in the fall of 1972. Then, by the fall of 1973, economics should be an integral part of the senior high curriculum.

Putnam City is training young people to relate to the real world. □

THE CON CON PROCESS

NEA is currently using the constitutional convention process to reassess the fundamental laws under which it operates. Con Con is a specially constructed institution of short duration. The steps listed below show Con Con's past, present, and future actions. The Con Con process is now on Step 13.

(1) 1969 Representative Assembly — The Representative Assembly authorized a study committee to examine the "feasibility, objectives, proportional representation, and cost" of holding a constitutional convention.

(2) Study Committee Report — This report was presented to the 1970 Representative Assembly in San Francisco for its consideration.

(3) 1970 Representative Assembly — The Representative Assembly debated, amended, and finally adopted the Study Committee's report of *A Plan for a Constitutional Convention.* The adopted report is known as the Enabling Act.

(4) Enabling Act — This was the blueprint for preparation for the Constitutional Convention. It created three committees to prepare for the Convention in addition to describing basic procedures for election of delegates and ratification of the proposed constitution.

(5) Steering Committee — It selected a chairman pro tem and the Convention sites, adopted proposed rules of procedure, and was responsible for general administration and coordination of Convention planning.

(6) Credentials Committee — It established procedures and approved plans for conduct of delegate elections in compliance with guidelines in the Enabling Act.

(7) Drafting Committee — It prepared a preliminary draft of a constitution that was used to start considerations of the Constitutional Convention.

(8) July 3, 1971, Detroit — This was the first meeting of the Constitutional Convention. Delegates-elect were certified by the Credentials Committee and were seated as delegates to the Constitutional Convention. Delegates elected officers of the Convention.

(9) 1971 Constitutional Convention — The Convention met for three weeks last summer and wrote a constitution at Colorado State University in Fort Collins.

(10) Fort Collins Draft — Results of the Fort Collins Convention reflected desires of NEA membership as expressed through their elected Convention delegates.

(11) NEA Membership — Members received a copy of the Fort Collins draft in a special issue of the September 1971 *NEA Reporter.* Members were given various opportunities to express their views and recommendations.

(12) Spring 1972 Constitutional Convention — The Constitutional Convention delegates reconvened March 24-29, 1972, in Minneapolis. Con Con considered the membership's suggested changes in the Fort Collins draft as they prepared a final draft of the proposed constitution for submission to the 1972 Representative Assembly.

(13) Proposed Constitution — The proposed constitution is the final draft of the Constitutional Convention and will be presented to the 1972 Representative Assembly.

(14) 1972 Representative Assembly, Atlantic City — The Representative Assembly will have three options in Atlantic City when it considers the proposed constitution—to amend and adopt, adopt without amendments, or reject.

(15) Constitution for Ratification — This is the constitution if approved by the 1972 Representative Assembly for ratification.

(16) Ratification (tentatively scheduled for November 1972) — The ratification process is also subject to amendment by the 1972 Representative Assembly. However, at present the process is stated as follows: To become effective, the constitution must be ratified by a majority of NEA-affiliated state education associations; said affiliates must contain at least 50 percent of the NEA membership as of May 31, 1972.

Collective Bargaining on Campus

JACQUELINE BROPHY, *associate professor, School of Labor and Industrial Relations, Michigan State University, East Lansing.*

□ **The idea of collective bargaining by university** faculty has created a good deal of excitement on the campus during the last year or two. Five years ago, all but a handful of university academics would have treated the idea of collective bargaining in their world as a joke, but by 1972, 29 faculty organizations at four-year colleges and universities (representing 44 individual campuses) have succeeded in being certified as collective-bargaining agents. A dozen or so, some on widely dispersed campuses, have negotiated contracts ranging from one to three years.

University faculty, like those at the K-through-12 and community college levels, have discovered that collective bargaining is an effective way of achieving some primary goals of their professional life. When professionals organize, increased compensation is a goal, of course, and higher pay has indeed been the result of the negotiations held so far. But a sound contract can also prove effective in solving a great variety of a faculty's professional problems.

Central Michigan University's second contract, for example, establishes a timetable for the development of procedures for faculty participation in the selection of new faculty, their retention, tenure, and promotions. It also provides for faculty participation in determining policy in areas which may seem less critical but which are often a source of irritation, such as the distribution of professional development travel funds. Contracts at other universities either spell out new procedures for greater shared authority by the faculty or give new validity and strength to previously held tenets of faculty rights and academic freedom by incorporating them into the agreement.

Negotiated agreements also establish grievance procedures, which provide an avenue of appeal for individual faculty members and for groups. Such procedures do much to ensure accountability of decision makers as well as to provide due process for the aggrieved.

Thus, even though collective bargaining at the university is still in its infancy, faculty are learning that it can provide an effective mechanism for achieving goals ranging from guarantees of academic freedom to guarantees of adequate office space.

Faculty at a dozen institutions are now in the midst of their first negotiation. At still other universities, faculty have filed petitions with the appropriate labor board, and elections on those campuses are now pending. (Lest anyone get the impression that faculty unionization will come automatically, however, it might be noted that at a few colleges where elections have been held, the faculty has voted against having a bargaining agent.)

At countless other campuses, ferment over the idea of collective bargaining abounds. My campus is one of these.

In an effort to help faculty cope with the "strange" idea, the faculty council appointed a committee to sift through fact and fancy relative to collective bargaining in higher education and to attempt to answer some questions faculty ask about the subject. It remains to be seen whether such a committee can perform a service of much utility on a topic that needs the personal attention of each faculty member.

The committee has interviewed active members in the university organizations which favor collective bargaining, faculty leaders in the current structure of faculty governance, and many individual faculty members. The committee has also reviewed the literature on the subject.

In the interviewing and reading, committee members keep encountering phrases and words that reveal faculty members' concerns and ignorance about collective bargaining on the campus. Some of these are: "the industrial model of collective bargaining," "adversary relationship," and "employee."

Those faculty who object most to collective bargaining seem to fall into two categories: (a) those who reject it completely, preferring to continue the individual bargaining and advisory committees that now prevail and (b) those who, in an effort to avoid a so-called "industrial model," draw up a different model in which all the disadvantages of the current system are rearranged to provide the illusion that something has been changed.

Some university faculty are learning from the industrial model—observing collective bargaining elsewhere and extrapolating ideas that appear useful to them at the university. Others, convinced of the uniqueness of their situation, are learning through trial and error.

Those faculty groups affiliated with national organizations with some experience in collective bargaining are a step ahead in that they can draw upon the knowledge and expertise gained by others in the field of education. Experience in one area may not apply in another, of course, but knowledge of what others have done provides a basis against which to measure one's own situation.

Let's return to the phrases and words that reveal faculty concern and ignorance about collective bargaining on the campus—"the industrial model," "adversary relationship," and "employee." Determining whether an industrial model of collective bargaining is useful or not in a particular university setting is the privilege and responsibility of the faculty group. But verbalizing about the unsuitability of the industrial model reveals an ignorance of the process used by those who have preceded college faculty in negotiating with their employers on a collective basis.

To assume that business and labor follow a single model with no regard to the peculiarities of their situation completely misses one of the most valuable aspects of collective bargaining: Those involved in the work determine the arrangements by which the work is carried on. Since the very purpose of collective bargaining is related to the standards and needs of each line of work, a collective agreement in one occupational area may differ as much from an agreement in another as any university contract may differ from a contract in a blue-collar field or in another white-collar field.

Actors and performers, those engaged in the steel or construction industries, and garment workers face very different sets of problems. Yet collective bargaining works for all of them. If employees with this wide range of talents, training, and responsibility and their employers who face an equally wide range of challenges and financial problems have all managed to work out arrangements concerning employment that they both can live with, surely academics can also do so.

Furthermore, to assume that there is an industrial model which all others follow but which academics could not is to indulge in snobbism: "Our" work is unique, but everybody else's fits into slots. One might think that education would help eradicate this kind of attitude. I see little evidence, however, that university faculty are more open-minded or comprehending of those outside their confines than are those in other realms of work.

"I dread the establishment of an adversary relationship" is another comment which crops up with monotonous regularity during the early stages of discussing unionization of faculty, especially among the senior faculty and those who have held or now hold some position in the faculty governance structure. Their ideal is a collegiality between faculty and administration, and they apparently fear that collective bargaining is an open acknowledgement of differences which they wish did not exist.

Absence of collective bargaining does not indicate unanimity of opinion, however. Differences do exist, and collective bargaining is one method of reconciling them in a way that is acceptable to both parties.

Quite possibly, many faculty members have a distaste for the "adversary relationship" because their only previous contact with collective bargaining has been through headlines about strikes. They are unaware that 98 percent of the collective-bargaining agreements negotiated in this country are reached without strikes.

Faculty members may also acquire a fear of adversary relationships in collective bargaining from the rhetoric of victory and defeat. The language, on occasion, does approach the dictionary definition of adversary: "antagonist, enemy, foe." And indeed in some instances where antagonism between labor and management has been persistent, actual interchanges may approximate in spirit those on a battlefield.

But the reality of most situations is more akin to the adversary relationship of the chess table than of the battlefield. In collective bargaining, one does try to achieve one's ends—a decent pay policy, a great university, security, or whatever—and to enlighten the opponent on the soundness of one's proposals. But the purpose of both sides is to achieve agreement, not to kill one another off.

What seems to be the most unfounded objection to collective bargaining is the argument that faculty are not employees but officers of the university and that to engage in collective bargaining would be an admission that faculty are employees.

Certainly faculty have the responsibility for helping to formulate academic policy at many colleges and universities, and one may describe someone who does this as an officer of the university. But even so, one can hardly deny that the faculty members are employees.

University and college faculties have not been leaders in the field of collective bargaining. They can, however, learn from the blue-collar worker, the artist, and the skilled laborer, and perhaps in time they will develop new approaches in collective bargaining which, in turn, will be of service to those in the industrial model. □

A true story, unfortunately

The Awful Beginning

JAMES A. SMITH, *professor of education, State University College, Oswego, New York.*

□ **I looked across the desk at my big girl. She'd come** for help in planning her semester schedule.

"Look," I said, "you have some electives. Why don't you take a course or two for fun? You've worked hard and really should take something outside your major that will be pleasurable."

"Like what?" she asked.

My eyes scanned the college schedule of courses. "Like Dr. Mann's Creative Writing or Dr. Camp's Painting for Beginners or something like that."

She threw back her head and laughed. "Who, me? Paint or write? Good grief, Dad, you ought to know better than that!"

"And this," I thought, "is the awful ending."

It was not always like this. I remembered an early golden September day when I went to my garage studio and gathered together my easel, paintbrushes, and watercolors. I sensed someone was watching me and looked up from my activity to see her framed in silhouette in the doorway. The breeze and the sun tiptoed in the gold of her curls. Her wide blue eyes asked the question, "Whatcha doin'?"

"I'm going to the meadow to paint," I said. "Want to come along?"

"Oh, yes." She bounced on her toes in anticipation.

"Well, go tell Mummy and get your paints."

She was off but returned in no time carrying the caddy I had made to hold her jars of paint and her assortment of brushes.

"Paper?" she asked.

"Yes, I have plenty of paper. Let's go."

She ran down the hill before me, pushing aside the long, soft grasses of the meadow. I watched closely for fear of losing her golden top in the tops of the goldenrod. She found a deserted meadowlark's nest and we stopped to wonder at it. A rabbit scurried from under our feet. Around us yellow daisies and goldenrod nodded in friendly greeting. Above, the sky was an infinite blue. Beyond the meadow, the lake slapped itself to match the blue of the sky.

On the lake, a single white sailboat tipped joyously in the breeze. My daughter looked up and saw it. "Here!" she said.

Trusting her wisdom as I always did, I set up our easels. While I deliberated over choice of subject and color, she had no such problem. She painted with abandonment and concentration and I left her alone, asking no questions, making no suggestions, simply recognizing uncontaminated creative drive at work.

Before I had really begun, she pulled a painting off her easel.

"There!" she said. "Want to see?" I nodded.

I cannot describe the sense of wonder that flooded over me as I viewed her work. It was all there—that golden September day. She had captured the sunlight in her spilled yellows, the lake in her choppy, uneven strokes of blue, the trees in her long, fresh strokes of green. And through it all, there was a sense of scudding ships and the joyousness of wind that I experience when I sail, the tilting and swaying of the deck, the pitching of the mast. It was a beautiful and wondrous thing and I envied her ability to interpret so honestly, so uninhibitedly, so freshly.

"Are you going to give it a name?" I suggested.

"Yep! Sailboats!" she responded, as she taped another sheet of paper to the easel.

There wasn't a single sailboat in the picture.

She began school the following week. One dreary November day she came into my study with a sheet of paper in her hand.

"Daddy," she asked, "will you help me draw a sailboat?"

"Me? Help *you* draw a sailboat?"

My eyes turned to the wall where her golden September painting hung in a frame I had made for it.

"Me? Help you draw a picture of a sailboat? Why, sweetheart, I could never paint a picture like the one over there. Why don't you paint one of your own?"

Her blue eyes looked troubled.

"But, Daddy, Miss Ellis doesn't like *my* kind of painting."

She held up her sheet of paper in the middle of which was a dittoed triangle.

"Miss Ellis wants us to make a sailboat out of this."

And that was the awful beginning! □

NEW NEA PUBLICATIONS AND AUDIOVISUAL MATERIALS

This listing is designed to keep you informed of the newest professional materials published by the NEA and its affiliates. Please use stock numbers when you use a purchase order form.

Dance Facilities (#1). Includes guidelines for site selection, standards, safety and sanitation features, economy, and aesthetics. 32 pp. $1.95. 240-25242. American Association for Health, Physical Education, and Recreation.

E/K/N/E Poster (#2). Says "A teacher affects eternity; he can never tell where his influence stops." 20" x 28½". $1. Special discounts: 10-25 copies, 10%; 26-100 copies, 20%; 101 or more, 25%. 283-08768. American Association of Elementary-Kindergarten-Nursery Educators.

Evaluating Teaching Performance (#3). ERS Circular No. 2, 1972. Provides summary data on procedures for evaluating teachers in 110 larger school systems. Discusses and reproduces sample evaluation forms. (ERS subscription includes one copy of each Circular.) 60 pp. $3. 219-21510. Educational Research Service.

Nutrition in Today's Education—As a School Nurse Sees It (#4). Regina Eddy, R.N., and Beryl Wauson, R.N. Occasional Paper No. 1. 24 pp. $1.50. 151-04804. Department of School Nurses.

Parents and Teachers Together (for the Benefit of Children) (#5). Color filmstrip based on E/K/N/E's booklet, *Parents: Active Partners in Education* by Mary Lou Sayler. Designed for teachers and parents for use in schools considering or about to begin a parent involvement program. Part I (for teachers and parents), 8 minutes; Part II (for teachers only), 6 minutes. Includes 33⅓ rpm record narration, guide, script, checklist, and one copy of the booklet on which it is based. $24.50. 054-11500. Publishing Division.

Resource Guide to Free and Inexpensive Materials (#6). Edward Garlitz. For all levels. 32 pp. $1.25. Special discounts: 10-25 copies, 10%; 26-100 copies, 20%; 101 or more, 25%. 281-08894. E/K/N/E.

Staffing Patterns for School Nursing Service Programs (#7). 12 pp. $1. 151-04800. DSN.

Standards for Cataloging Nonprint Materials (#8). Revised edition. Gives general and specific cataloging rules alphabetically, by medium, with examples. The guidelines given are compatible with the Library of Congress MARC format for projected materials and are adaptable for large and small integrated collections. 72 pp. $3.50. No discount. 071-02898. Association for Educational Communications and Technology.

Teacher Retirement Systems (#9). Summarizes the legal provisions governing membership, benefits, etc. 187 pp. $5. 898-25588. Office of Teacher Retirement.

Teaching for Changed Attitudes and Values (#10). Josephine B. Ruud. Describes numerous techniques that will help students recognize and analyze their own attitudes and values and become more accepting of the attitudes and values of others. 40 pp. $2.50. 265-08378. Home Economics Education Association.

Training Programs for Media Support Personnel: An Annotated Directory (#11). Describes course offerings and requirements at accredited junior and community colleges. Second edition. 32 pp. $3. No discount. 071-02644. AECT.

Visual Literacy: A Way To Learn—A Way To Teach (#12). Utilizes students' wide listening and watching experiences to teach interactive communication skills by involving them in developing their own visual presentations. 32 pp. $3. No discount. 071-02904. AECT.

Your Child and the Law (#13). Neil L. Chayet. *Briefing for Parents* series. Gives parents advice on how to help a child in trouble with the law, such as what to look for in a lawyer and how to give proper emotional support. Reprinted from the March 1972 *Today's Education* for American Education Week. 8 pp. Pkg. of 30, $2.50. (Single copies not available.) 051-02212. Publishing Division.

PERFORMANCE-BASED INSTRUCTION reprints (#14)

Reprints of the Association of Classroom Teachers feature entitled "Performance-Based Instruction," pages 33-40 of this issue, are available in packages of 30 for $2.50. (Single copies not available.) 111-03992. **See #14 on order form.**

FREE MATERIALS

Request single copies only by writing directly and separately to the publishing unit for each item desired. Address the unit at 1201 Sixteenth Street, N.W., Washington, DC 20036.

AEW-72 Planning Guide. Lists books, leaflets, posters, and other materials produced to help observe the theme of American Education Week—1972, *Make Education Top Priority.* Publishing Division.

You're One in a Million (and More). Combines the complete "You're One in a Million" series into a single booklet. 16 pp. Division of Field Services, Information Services Section.

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LOCAL ASSOCIATION OF THE MONTH: DECATUR (ILLINOIS) EDUCATION ASSOCIATION

□ **For nearly three weeks last fall,** more than 80 percent of Decatur's teachers withheld their services from the school system in protest against the school board's refusal to negotiate a fair agreement and its attempt to destroy their association.

Many of these teachers had spent their lives in Decatur, enjoyed community respect, had job security, and felt the normal human aversion to getting involved in "trouble."

Yet these same teachers—all members of the Decatur Education Association, the Illinois Education Association, and the National Education Association—forced a confrontation with a school board that had pledged to "break the association" and that was determined to strip teachers of rights exercised for years without major problems.

As a result of this confrontation, the Decatur teachers have no master contract. And 14 nontenured first-year teachers, who put their teaching careers on the line to fight for something in which they believed, have been fired.

Inspired by the courage of these Decatur teachers, fellow teachers in Illinois, other states, and two foreign countries have honored them and rallied to their support. The NEA has helped by providing staff expertise in negotiations, public relations, and unit maintenance.

On January 15, at least 690 people turned out for a $100-a-plate dinner sponsored by the Illinois Education Association in behalf of the Decatur teachers. For the 14 teachers who were fired, fellow teachers raised more than $45,000—an unprecedented feat.

Teachers from 264 Illinois communities, 25 states, and France and Canada sent money. Others sent telegrams, letters of support, and offers of jobs. Speaking at the dinner, Julian Bond praised the Decatur teachers and compared their struggle in Illinois with the struggles of union organizers in the 20's and 30's and of Martin Luther King, Jr., in the 50's and early 60's.

More than 40 representatives of the news media, including the Associated Press and the UPI, attended the dinner and carried stories. NBC national television did a report on the 14 fired teachers that turned a sympathetic eye on their plight.

Why has so much attention been focused on the Decatur teachers? Because they refused to be intimidated. They stood and continue to stand for their right to bargain collectively and to work for educational improvements and a high quality of teaching in their community. It may take time, but Decatur's teachers are confident that they will eventually negotiate a new and a better master contract.

The strength of their commitment was forged during the crisis of last fall. Said DEA president Vern Thistlethwaite: "We went in scared like chil-

You Are Invited To Enter the Ninth Annual Today's Education Teachers' Writing Competition

Open to all NEA members (except staff members of NEA and their immediate families)

(Prize Funds Supplied by the Reader's Digest Foundation)

FIRST PRIZE	**$1,000**
SECOND PRIZE	**$ 500**
THIRD PRIZE	**$ 350**
and 15 PRIZES of $100 EACH	

The three top winners will also receive roundtrip fare to Washington, DC, and overnight hotel accommodations in connection with an awards luncheon to be given in the fall.

To enter, follow the directions below. Please read them carefully. Entries not properly submitted will be disqualified.

The Theme of the 1972 Competition Is:

My Most { Infuriating / Fearful / Exciting / Surprising / Rewarding / Impossible / Extraordinary / Nightmarish / Dramatic / Challenging } Classroom Experience

Write in your own words a dramatic story (not an essay or report) about an incident, best described by *one* of the adjectives listed above. Your story may be fact or fiction, but please specify which on your entry.

DIRECTIONS:

1. The story may not exceed 1,200 words.

2. Type your entry on one side of the paper, double-space, and staple all sheets together. Place name and address on all sheets. On first sheet, indicate name of your school and teaching position. Also include your home telephone number and area code.

3. Entries must be postmarked not later than July 15, 1972.

4. Paste the mailing label from a recent issue of *Today's Education* or *NEA Reporter* on the first sheet of your entry. (If you receive *Journal* and *Reporter* without a mailing label, type both your school and home address on the entry.)

5. Send entry by first-class mail only, preferably in a No. 10 envelope. Do *not* send your entry by special delivery, registered, or certified mail. (Mail addressed to the post office box is returned if it has insufficient postage or requires special handling.) Do not send letter or other material with entry. Correspondence about an entry cannot be acknowledged.

6. You may submit only one entry, and no entries from previous contests may be resubmitted; entries must not have been published elsewhere or be entered in another contest at the same time.

SEND YOUR ENTRY TO:
Teachers' Writing Competition
Twentieth Street Station
P.O. Box 19106
Washington, DC 20036

Do *not* send your entry directly to NEA Center or to the *Journal* office.

Entries will be judged on both content and style.

The decision of the judges is final. All entries become the property of the *Journal,* and none can be acknowledged or returned. Winners will be announced in a fall issue of *Today's Education.*

dren and came out men and women. Teachers did not lose in Decatur. They won by demonstrating they could stick together and by refusing to be bullied. We are better people and stronger teachers because we stood tall for valid professional principles."

—**Larry Miller,** *formerly with the Illinois Education Association; now public relations director, NEA Midwest Regional Office, and chairman, Save the 14 Fund.*

CLASSROOM INCIDENT

This is another in a Journal *series presenting the handling of a troublesome classroom incident by a teacher. This month three high school students present their reactions to the incident.*

I am a tenth grade English teacher and also the high school drama coach. Recently, after a rehearsal of the school play, I spent some time trying to fix a balky spotlight. As a result, it was almost 9 o'clock when I finally drove out of the school parking lot.

I had gone only as far as the first stop light when I heard a nervous giggle from the back seat. Then a voice said, "Guess who is hitching a ride with you, Mr. W———."

I didn't need to guess. Almost from the beginning of school, a girl in my first period class seemed to have a crush on me. Each morning when I arrived, Jane was on hand to greet me. During class, her eyes never left me. After school, she always came to say goodbye.

In November when we began casting for the school play, my heart sank when Jane showed up and announced that she was trying out for the feminine lead. However, she put so much feeling into the reading that I had to admit she was the best person for the role, though by this time she was driving me up the wall. In the days that followed, I had a steady diet of Jane morning, noon, and night.

Now, here she was in my car. Suddenly I realized that this girl was more than a nuisance: She could get me into a lot of trouble. On impulse, I pulled over to the curb and opened the rear door. In a voice shaking with anger I said, "Get out. I'm not driving you home tonight or any other time."

Without a word, Jane stumbled out of the car and ran sobbing down the street toward her home, a block or two away.

I got little sleep that night worrying about whether Jane got safely home and feeling that I had been pretty rough on her. The next morning, Jane's mother called the principal and said that her daughter's heavy workload would not permit her to be in the play. From that time on, Jane never looked directly at me. She had little to say in my class and seldom handed in any homework.

Again and again I've asked myself, "Did I unconsciously lead Jane on? How could I have ended her attachment without hurting her feelings?" What should—indeed, what can—a male teacher do when a girl in his class obviously has a crush on him?

Consultants' Comments

When a male teacher first senses that a female student has a crush on him, he should take some special time to speak with her privately. During the conversation, he might mention her good work in class and her enjoyable personality. Then he should make it clear that his feelings for her are based only on a pleasant student-teacher relationship.

If an incident (such as the girl's getting into his car) occurs before he has had such a conversation, the teacher should contact the girl's parents first in order to talk with them about what has happened and to explain his feelings about the girl as a student and as a person.

—Karen Michael, *president, Andrew Warde High School Chapter of Future Teachers of America, Fairfield, Connecticut.*

In order to make his feelings explicitly clear, the teacher might have arranged a conference in a professional setting where he and the student could be seen but not overheard by another faculty member. This conference would give the teacher the opportunity to help the student see that "some" young people center their romantic thoughts on an older and obviously unattainable person because they are afraid to risk rejection by a peer group member.

Also, it would have been better if the teacher had selected another student to play the lead in the class play to avoid a situation in which he and this girl would be in constant contact.

—Stacy Foster, *senior, Permian High School, Odessa, Texas; president, Texas Future Teachers of America.*

It was wrong for the teacher to drop the girl in the street—if only because of the potential danger. The girl's emotions were severely shaken, as her later refusal to play the lead in the school play and the drop in her grades indicate. Instead, the teacher should have explained the risk to his job presented by her behavior and the thought that her attachment was an illusion or simply hero worship. As he dropped her off at her home, he might have added that she should feel free to discuss any problems with him.

—Lenore Nalezny, *senior, Paramus (New Jersey) High School; student aide chairman, Future Teachers of America.*

I must admire the way Argyle is going all out on his doctoral dissertation. Just hope I don't have to read it!"

BOOKSHELF

Best Books for Young Adults, 1970-71

☐ **This list presents books of the past** year recommended as good recreational reading for young adults. It was compiled by a committee of the Young Adult Services Division, American Library Association, in cooperation with a nationwide group of participating school and public libraries. The 33 books, chosen from over 125 titles considered, were selected on the basis of young adult appeal. They meet acceptable standards of literary merit and provide a variety of subjects for different reading tastes as well as a broad range of reading levels.

Go Ask Alice. Anonymous. This is the true diary of a young girl who accidentally fell into the drug trap. 1971. Prentice-Hall. $4.95.

Is There a Life After Graduation, Henry Birnbaum? Carolyn Balducci. Henry Birnbaum and David Schoen enroll in separate colleges and find life away from home almost overwhelmingly complicated by women and activists. 1971. Houghton. $4.95.

The Ice People. René Barjavel. Under the polar ice cap, a team of scientists discover a frozen man and woman who belonged to a civilization 900,000 years old. 1971. Morrow. $5.95.

The Last Whole Earth Catalog. Stewart Brand, editor. This supercatalog lists everything from papoose packs to Moog synthesizers. 1971. Random. $5.

Bury My Heart at Wounded Knee: An Indian History of the American West. Dee Brown. This gripping chronicle recounts the Indian struggle against the systematic plunder by the white man. 1971. Holt. $10.95.

No More Trains to Tottenville. Hope Campbell. Jane suddenly finds herself "woman of the house" and involved with a strange young man named Scorpio. 1971. McCall. $5.95.

Life and Death in a Coral Sea. Jacques-Yves Cousteau and Philippe Diole. The authors guide the reader through the beautiful coral jungles of the Red Sea and Indian Ocean. 1971. Doubleday. $8.95.

The Autobiography of Miss Jane Pittman. Ernest J. Gaines. Born a slave, Jane Pittman lives to witness the civil rights struggle of the 1960's in this fictional autobiography. 1971. Dial. $6.95.

What's Become of Screwloose? and Other Inquiries. Ron Goulart. A computer turned author and a homicidal dishwasher are just two of the malign machines which populate these stories. 1971. Scribner. $4.95.

Ossie: The Autobiography of a Black Woman. Ossie Guffy and Caryl Ledner. A black woman tells a moving story. 1971. Norton. $6.50.

Holding Wonder. Zenna Henderson. The author's favorite arena in these 20 science fiction tales is the classroom. 1971. Doubleday. $5.95.

The RA Expeditions. Thor Heyerdahl. The spirit of *Kon-Tiki* lives on in this tale of crossing the Atlantic by papyrus reed boat. 1971. Doubleday. $10.

That Was Then, This Is Now. S.E. Hinton. In this sequel to *The Outsiders*, Bryon and Mark are still inseparable, but Bryon is beginning to care about people while Mark continues to do things for kicks. 1971. Viking. $3.95.

Getting Back Together. Robert Houriet. One man sets out to find out whether "the simple life" can be found in the more stable communes and communities throughout the country. Mature readers. 1971. Coward. $7.95.

The White Dawn. James Houston. Based on a real incident in the 1890's, this book tells how Eskimos rescue three lost white whalers. 1971. Harcourt. $6.95.

His Own Where. June Jordan. Refusing to be trapped in a black ghetto, 16-year-old Buddy Rivers escapes with his girl Angela to a deserted cemetery shed—his own where. Mature readers. 1971. Crowell. $3.95.

Event 1000. David LaVallee. A nuclear-powered submarine is marooned in over 1,200 feet of water, 160 miles from New York City. 1971. Holt. $5.95.

In the Shadow of Man. Jane van Lawick-Goodall. A young Englishwoman writes about the 10 years she spent in Tanzania studying chimpanzees. 1971. Houghton. $10.

Rock Folk: Portraits from the Rock 'n Roll Pantheon. Michael Lydon. These sketches bring to life the personality, life-style, and music of such rock stars as Chuck Berry and Janis Joplin. 1971. Dial. $6.95.

The Dark on the Other Side. Barbara Michaels. Writer Michael Collins does not believe in supernatural powers until he too sees the black dog that is driving Linda Randolph to the brink of insanity. 1970. Dodd, Mead. $5.95.

A Special Rage. Gilbert Moore. A black *Life* reporter assigned to the Huey Newton trial in 1968 writes convincingly on the subject. 1971. Harper. $6.95.

The Making of a Surgeon. William A. Nolen. The author describes a young surgeon's training at New York's Bellevue Hospital. 1970. Random. $6.95.

Born Black. Gordon Parks. The celebrated author-photographer tells of his interviews with Malcolm X, Eldridge Cleaver, and other black notables. 1971. Lippincott. $6.95.

Single and Pregnant. Ruth I. Pierce. A social worker discusses the medical, financial, and social problems of those who are single, pregnant, and young. 1970. Beacon Press. Cloth, $5.95. Paper, $1.95.

The Bell Jar. Sylvia Plath. Esther Greenwood is gradually aware of her descent into madness. 1971. Harper. $6.95.

The Soft Revolution: A Student Handbook for Turning Schools Around. Neil Postman and Charles Weingartner. Here's a treatise on how students can change their schools without violence. 1971. Delacorte. Cloth, $4.95. Dell. Paper, $1.95.

Diana: The Making of a Terrorist. Thomas Powers. An examination of the tragic forces in the life of Weatherwoman Diana Oughton. 1971. Houghton. $5.95.

A Wild Thing. Jean Renvoize. Morag, a foster child, runs away to the isolated Scottish mountains, where she is happy for a time but soon realizes that no one can survive alone. 1971. Little. $5.95.

Up from Never. Joseph N. Sorrentino. The author tells of his youth in Brooklyn in the 1940's and of his journey from street punk to Harvard graduate. 1971. Prentice-Hall. $6.95.

Curse of the Concullens. Florence Stevenson. Beautiful, 18-year-old Lucinda Ayers longs to be a governess but gets more than she bargains for when she obtains a position with an eccentric Irish family. 1970. World. $6.95.

Good Night, Prof., Dear. John Roe Townsend. Seventeen-year-old Graham Hollis runs off with Lynn, a waitress, and finds her a surprising and beautiful person. 1971. Lippincott. $4.50.

Is the Grass Greener?: Answers to Questions About Drugs. Dorothy V. Whipple. In question-and-answer form, a physician reports objectively on the facts about drugs of all kinds. 1971. Luce. $5.95.

The Effect of Gamma Rays on Man-in-the-Moon Marigolds. Paul Zindel. In this play a blowsy, alcoholic mother stifles the lives of her two teen-age daughters. 1971. Harper. Cloth, $5.50. Paper, $1.95. ☐

IDEA EXCHANGE

Today's Education *invites NEA members to submit items for possible use in "Idea Exchange." Contributions must not have appeared previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Teacher's Aide

A cassette tape recorder serves as a useful "teacher's aide" in my special education classroom where the problem of uninterrupted time for teacher-pupil instruction is intensified.

I tape lessons in advance that the children can play on the recorder. Thus, two groups can be involved in directed activities at the same time—one group with me and one with the recorder. This method allows children with reading problems to do workbook assignments, because the recorder does the reading for them.

I also recorded a library of stories for the children to listen to during free time. As they listen, they follow along in the books. A buzzer or bell signals

When he's not dropping out of the sky, GM Service Engineer Jim Houston's dropping in on customers.

As casually as most people step out of the front door in the morning, weekend skydiver Jim Houston of Denver steps out of an in-flight plane. In the first few seconds of free fall, he spread-eagles his body, arches his back and stabilizes himself for the parachute opening.

Back at work, and on the ground, Jim becomes the "eyes, ears and voice" of Delco-Remy. As a Service Engineer, he's the vital link between Delco-Remy and its customers.

An emergency is an everyday happening with a Service Engineer. That's why Jim's training didn't stop with an engineering degree. After some pretty intensive product training, he served an apprenticeship as a Junior Service Engineer and Training Instructor.

During a normal week, Jim might be found speaking from the podium during an automotive seminar at a university, under a huge truck measuring cranking circuit voltage drop, sifting through a car dealer's failed parts bin, conducting an electronic ignition repair class or tearing apart batteries to learn why they failed.

Not only does the job keep him on his toes, it keeps him on the move. In a normal year Jim travels nearly 100,000 miles by car and plane. One week may find him in Tucson, Arizona, the next in Kalispell, Montana, and the following week in Kansas City.

A busy schedule like that would drive anyone else to the nearest easy chair on weekends. But Jim Houston likes to step out for a little relaxation . . . about two miles up.

Jim Houston is more than a Service Engineer. He's the kind of interesting person that makes GM an interesting place to work.

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Interesting people doing interesting things.

NOTE: This advertising is being sponsored by General Motors in several youth publications. It is hoped that the subjects featured will serve to increase teenager interest in scientific studies and can be used, perhaps, to show how the things your students are learning are utilized in actual industrial activities. Reprints of this ad are available upon request. Simply write to General Motors, Advertising & Merchandising Section, P. O. Box 5446, Detroit, Michigan 48211.

in the recordings to indicate when the children should turn the page.

—Beverly Greene, *special education teacher, Egg Harbor City, New Jersey.*

Spoon-Feed Them

If you want to bring a bored English class back to life, try switching subject matter almost daily (and try restricting grammar instruction to 10- or 15-minute doses instead of those hour-long hammerings). This isn't always feasible, but usually it is.

Read short stories, as Poe intended, in one sitting. A day of poetry will probably leave the class ready for more; but several sessions in a row may make them feel as one student did: "Maybe those old coots are supposed to be great, but they sound silly to me!"

—Tex Ann Aldriedge, *chairman, English Department, Duncan (Oklahoma) High School.*

Personal Paddles

In the early grades, regular visits to the school library for checking out books are very beneficial. However, after a child has looked at a book, returning it to the right place on the shelf is usually most difficult for him. The following procedure can be a big help both to the child and to the librarian.

Give each child a paint paddle and have him paint it and print his name on it after the paint dries. On his visits to the library, he can take along his personal paddle and, when he removes a book from the shelf, put the paddle there in place of the book. If he finds that the book doesn't interest him, he will have no difficulty returning it to its proper spot.

—Rosalie Eiler, *kindergarten teacher, Ellsworth School, Naperville, Illinois.*

Math Answer Man

Nearly every day, my students have homework to correct. Therefore, I appoint a student in each class to serve as "Answer Man."

At the beginning of each class period, the Answer Man reads from my teacher's manual the correct answers for the previous day's homework assignment. As he reads, the other students correct their answers. They use a pen for correcting homework done with pencil and vice versa, so that both they and I can easily see corrections.

While the Answer Man is reading, I move among the students checking to see (a) who has or has not completed his homework, (b) what problems most of the students are missing, (c) who needs make-up assignments, and (d) who needs individual help.

When the Answer Man finishes, I explain to the whole class those problems that most of them have missed. Then, during study period, I give individual attention to the students who need it.

I've found that having an Answer Man enables me to spend at least a moment with each student as I move around the room and that it saves my voice for explaining and answering questions.

—Carolyn Peak, *junior high mathematics teacher, Brethren School, Whittier, California.*

Freewheeling Encyclopedias

The reference books at our school are always in demand, so I put many of them on wheels. We use two book trucks for classroom use. Each has three sets of encyclopedias, several atlases, almanacs, and dictionaries, and some paperback reference books. The students are thus encouraged to know and use a variety of sources in addition to the encyclopedias.

A teacher can reserve a cart by signing a sheet I have posted in the library. (Of course, in the library we have other encyclopedias and copies of the reference books.) Each "mobile" reference book has a card and may be checked out for overnight use. The student dates and signs the card, which his teacher then puts in my mailbox.

—Anitra Gordon, *librarian, Lincoln Junior High School, Belleville, Michigan.*

The Method's the Thing

Each morning while I was a sixth grade teacher, I put on the board a number of arithmetic problems, together with the correct answers. My students' task was to find one or more methods of arriving at the correct answers.

This presented each student with a genuine challenge, minimized the importance of the "right answer," and discouraged cheating.

—Marjorie B. Taylor, *retired teacher, Grand Blanc, Michigan; now living in Palmetto, Florida.*

. . . INVOLVEMENT

(*Continued from page* 46)

got crummy teachers, they do need to.

Mr. Morrison: Do you think, Jeff, that maybe these good teachers about whom you're speaking have developed meaningful courses because they have been listening to students?

Jeff Sconyers: I am sure that's so.

Mr. Morrison: Let's move to the area of student accountability. Who'd like to start on that one?

Brandon Buteau: Students could be held accountable for a lot more than they are now—at least at the secondary school level. Most students who are working in student government or things like that feel frustrated because they make some excellent and practical proposals only to have the administration reject them out of hand.

Denise Snowden: I am president of my student government, and I'm not frustrated with our school administration. My frustration lies with Congress, which won't appropriate enough money for the DC schools to enable teachers and administrators to concentrate on education instead of being frustrated by crowded classrooms and the lack of suitable teaching materials.

On the subject of student accountability, I do believe students should go to school with the attitude that they're there to learn. However, parents and teachers have to help them develop this responsibility.

Brandon Buteau: But you can't tell the student he's responsible for getting the most out of his education and then put him in a program where he doesn't have the chance to take that responsibility.

Jeff Sconyers: I feel that students are extremely frustrated. I know how I feel when I sit and watch things going on in school that I have absolutely no say in, no power to do anything about.

Mr. Morrison: Would you give us an example?

...is one of the greatest benefits of the program."

That sentence starts: "The individual attention parents can provide . . . (now read the headline).

That's what *Parents and Teachers Together (for the Benefit of Children)* is all about. It's a major, new program from NEA Publications. It's a plan for practical parent involvement. A head-on approach.

Just look at the listing above the coupon. Those are the sponsors of an innovative new filmstrip on which the complete program is based. It's an unprecedented, head-on, cooperative approach for getting the most out of the classroom by bringing parents in.

If your school is not now involved in a parent-participation program, *Parents and Teachers Together (for the Benefit of Children)* will show you how to start . . . what to do after you've started . . . and where to go once the direction is set. (If you're already into such a program, these materials will help you expand it.)

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Jeff Sconyers: Oh yes, my favorite is our library policy. We have no student lounge. The gym's not open. It's cold outside in winter. The library has chairs and tables. So to me, it should be a community center, but the school thinks it should be strictly a library. I have tried two or three times to get things changed but without any success.

Mr. Morrison: What new organizations or reorganization of existing ones involving students and teachers do any of you envision?

Brandon Buteau: A couple of years ago our school formed a PTSA, adding student membership to our PTA. It's proven to be rather successful, but the PTSA, just like the old PTA, doesn't really decide policy. Our school administrators and faculty do that.

The student body, particularly the student council, feels that the faculty has too much to say in the formation of policy. So the council has submitted a proposal for a policy council made up of students and teachers and administrators.

Also, our superintendent of schools has suggested that our county establish area advisory councils, made up of administrators, parents, students, and teachers, who would recommend policy for their area. One area might include three high schools and the junior highs that feed into them.

Jeff Sconyers: We've got them in Fairfax County. I'll tell you right now, they're purely advisory. The people who hold the power are on the school boards.

We on the area advisory council tell our area supervisor exactly what it is we are thinking. He's a very responsive person, but policy is usually set on the county and state levels and very seldom in the high schools or in the areas.

Mr. Morrison: What about parent involvement in the classroom? Do parents want to get involved on a voluntary basis in the classroom?

Mrs. Mallory: They do, until their neighbor starts getting paid for doing something similar!

Jeff Sconyers: How can parents get involved in the classroom? I'm in the dark about that.

Mrs. Mallory: By tutoring. I know a woman whose hobby is the out-of-doors. For years she has gone into elementary schools, giving nature talks.

I happen to live in the same town as Johnny Hart, who does the comic strip, *B.C.* The kids just pant hoping that he will come to school and draw sketches for them. He does visit occasionally, and the children are more interested in art and cartooning than they would be otherwise.

Parent volunteers can be a tremendous help. Some can be trained to tutor children who are having difficulty with reading skills, math skills, and so on. All, of course, should work under the supervision of a professional.

Denise Snowden: Parent involvement in the schools is essential, especially in tutoring programs. Right now, Washington is on a crash program to improve students' reading and math skills. Senior high school students go to elementary and junior high schools to tutor. But we just don't have enough senior high students to do the job. Parents could help in this project, too.

Mr. Morrison: This interchange between students, parents, and teachers is a good example of what should be happening at the local level. Clearly, each of the three groups has a responsibility to improve education, a contribution to make, and ideas that would benefit everyone. I strongly urge our local affiliates to initiate similar dialogues and hold them regularly. With proper follow-up, they will contributed to better education. □

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FINANCING A NATIONAL STANDARD OF EDUCATION

(*Continued from page* 43)

decades. The crisis on the home front with youth and young adults is far more acute than any external threat to the nation.

This is the time to discuss and make decisions about the objectives of and standards for a national school program, how much it will cost, what the federal government will contribute, and how it will be shared among the states and local school systems within the states.

Proposed Objectives

The dialogue might begin with the following proposed educational objectives of a National Standard of Education:

1. Equalization of educational opportunity by guaranteeing a good basic elementary and secondary education to all pupils regardless of residence in a rich or poor state
2. Integration of schools to relieve the social and intellectual handicaps of racial isolation
3. Provision of early childhood education including kindergarten for all five-year-olds, beginning nursery school programs in cities and depressed areas, day care centers for children without a parent at home during the day, and special education from birth for children with exceptional mental and physical handicaps
4. Provision of special educational programs for all handicapped youth and compensatory programs for all youth from culturally deprived homes
5. Modernization and expansion of vocational education programs to prepare youth for employment
6. Provision of modern school buildings to facilitate today's educational programs
7. Development and improvement of programs for adults in basic education, career development, and cultural enrichment
8. Provision of a sufficient number of teachers and instructional personnel at pay sufficient to support an adequate standard of living
9. Extension of learning opportunities for pupils to a year-round schedule
10. Provision for research, development, and evaluation of school programs.

Designing a federal support program raises questions like the following, for which research to date has not found easy answers:

What is the appropriate spending level per child to guarantee a good educational opportunity for every pupil?

To what extent should a federal support program equalize the ability of the states to support education?

How much, if any, does this desirable spending level differ among states and within states?

How many pupils should be in basic elementary and secondary programs as compared to high-cost programs of remediation, special education, compensatory education, and vocational education?

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What cost differences exist among these programs?

What is a realistic national goal in kindergarten and early childhood education?

How much effort should be made in the public schools to educate and reeducate adults?

To these educational questions must be added these economic questions: What is the appropriate share of each level of government in school support? What tax sources should support education?

Moving Ahead

Solution to the educational crisis cannot await definitive answers. We must proceed with the best combination we can construct of preliminary evidence, best opinion, and a consensus of what is possible.

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The National Standard of Education prepared by the National Education Association calls for:

- an average of one-third federal funding and two-thirds state-local funding of public elementary and secondary schools
- a beginning national average cost standard of $1,200 per pupil enrolled, to be adjusted annually for changes in price levels and changes in program needs as better information becomes available
- a formula to distribute federal funds which accounts for state differences in ability to raise the state-local share of $800 per child at a reasonable tax effort and for state difference in price levels if a suitable index can be found.

The cost is high. It is estimated that by 1976-77, public school enrollment with the addition of preschool programs will reach 48.1 million. At today's prices, the estimated revenue demand of providing adequate school programs for all youth will be $70.97 billion. This year, the revenue of public schools from all sources is estimated at $46.6 billion, with $3.3 billion (or 7.1 percent) coming from federal grants and $43.3 billion (or 92.9 percent) coming from state and local sources. Under the plan proposed, by 1976-77 federal support would rise to $23.63 billion and state-local support would increase moderately to $47.34 billion.

The first call on the federal funds should be a distribution to the states to compensate for the inability of low-income states to raise (at the national average effort) from their own revenue sources $800 per child enrolled. Based on 1970 personal income, this equalization grant would cost a little over $3 billion. The remainder of the federal funds would be allotted among the states on the basis of the numbers of pupils enrolled and the cost per student of the various programs as shown in the table.

We propose to begin now a dialogue with representatives of a broad spectrum of organizations representing civic, business, labor, political, and professional interests. The purpose of the meetings will be to develop as wide a consensus as possible on the details of a National Standard of Education, its price and allocation, to be offered to the Congress which will be elected in November. □

The Cost of Financing a National Standard of Education

Program	Number enrolled (in millions)	Cost[b] per pupil	Total cost[b] (in billions)
Basic elementary	14.9	$1,000	$14.90
Junior high school	8.8	1,200	10.56
Senior high school	6.0	1,400	8.40
Early childhood	6.5	1,300	8.45
Vocational	2.2	1,800	3.96
Special education	3.5	2,400	8.40
Compensatory education	6.2	2,000	12.40
Summer school	24.0[a]	100[a]	2.40
Adult education	15.0[a]	100[a]	1.50
Total	48.1	$1,200	$70.97

[a]Not included in total.
[b]In 1972 prices.

Source: Program enrollment and cost-ratios based on data adapted from the National Education Finance Project. *Alternative Programs for Financing Education.* Vol. V, p. 272. Gainesville, Florida. 1971.

PROPOSED AMENDMENTS TO THE NEA BYLAWS AND STANDING RULES

The following amendments to the NEA Bylaws will appear on the ballot on June 30, 1972, the last day of the 1972 Representative Assembly.

Additions are in boldface; deletions are enclosed by brackets.

NEA Bylaw Amendments

AMENDMENT NUMBER 1

TITLE: TO PROVIDE THAT MERE MEMBERSHIP IN AN ORGANIZATION WHICH ADVOCATES CHANGE IN THE GOVERNMENT OF THE UNITED STATES BY ANY MEANS INCONSISTENT WITH THE CONSTITUTION SHALL BE A BASIS FOR RESTRICTING MEMBERSHIP IN THE NEA.

Article I—Membership

Qualifications

Section 1. Any person who is actively engaged in the profession of teaching or other educational work, or any other person interested in advancing the cause of education, shall be eligible for membership in the National Education Association of the United States, hereinafter referred to as the Association. No person, however, shall be admitted to or continued in membership in the Association who attempts to change the form of government of the United States by any means inconsistent with the Constitution of the United States[.] **or who is a member of any organization which advocates such a policy.** Any person joining the Association shall agree to subscribe to its purposes and objectives and to abide by the provisions of these Bylaws. An application for membership shall be subject to review and may be rejected by the Executive Committee.

—Submitted by 50 delegates.

AMENDMENT NUMBER 2

TITLE: BEGINNING WITH THE 1974-75 MEMBERSHIP YEAR, THE ANNUAL DUES OF ACTIVE MEMBERS SHALL BE COLLECTED AS A PER CAPITA ASSESSMENT ON THE ACTIVE MEMEBERSHIP OF THE RESPECTIVE STATE AFFILIATES.

Article I—Membership

Active Members

Section 3 (c). Rights and Dues. An active member shall be entitled to receive the Journal of the Association, to vote for delegates to the Representative Assembly, to serve as a delegate to the Representative Assembly, and to hold elective or appointive office. Annual dues of active members shall be $25. **Beginning with the 1974-75 membership year, the annual dues of active members shall be collected as a per capita assessment on the active membership of the respective state affiliates.**

—Submitted by 50 delegates.

AMENDMENT NUMBER 3

TITLE: TO LIMIT THE PRIVILEGES OF ACTIVE AND LIFE MEMBERS WHO ARE STAFF MEMBERS OF THE NEA, OF AFFILIATED STATE OR LOCAL ASSOCIATIONS, AND OF NEA DEPARTMENTS, NATIONAL AFFILIATES, AND ASSOCIATED ORGANIZATIONS.

Article I—Membership

Active Members

Section 3 (c). Rights and Dues. **Except as otherwise provided below,** an active member shall be entitled to receive the Journal of the Association, to vote for delegates to the Representative Assembly, to serve as a delegate to the Representative Assembly, and to hold elective or appointive office. **An active member who is a staff member employed more than half time by the Association or any of its affiliated associations, departments, national affiliates, or associated organizations shall not during the period of such employment have the right to hold elective office in the Association or to be a voting member of an Association task force, committee, commission, council, or governing body, but shall be eligible to serve as a non-voting consultant to a state delegation at the NEA Representative Assembly with the right to be seated with such delegation.** Annual dues of active members shall be $25. **Any active member who is a staff employee serving in a prohibited capacity as of the effective date of this amendment may continue to serve in said capacity until the end of his then current term of office.**

Section 4. Life Members. Any person eligible for active membership may become a life member upon payment of an amount in cash equal to 20 times the annual active membership dues, or 22 times the annual active membership dues if paid in equal installments over a period of 10 years, pursuant to regulations adopted by the Board of Directors. A life member shall have all rights and privileges of **and be subject to the same limitations as** an active member for life and in addition, shall receive Today's Education, the Research Bulletin, and the annual volume of Proceedings. (Remainder of Section 4 unchanged.)

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 4

TITLE: TO ENABLE THE REPRESENTATIVE ASSEMBLY TO INCREASE DUES UP TO .003 TIMES THE NATIONAL AVERAGE ANNUAL INSTRUCTIONAL SALARY BY A MAJORITY VOTE AND TO REQUIRE THAT AN INCREASE OVER THAT OR A DECREASE IN DUES SHALL REQUIRE A TWO-THIRDS VOTE OF THE REPRESENTATIVE ASSEMBLY.

Article I—Membership

Active Members

Section 3 (c). Rights and Dues. An active member shall be entitled to receive the Journal of the Association, to vote for delegates to the Representative Assembly, to serve as a delegate to the Representative Assembly, and to hold elective or appointive office. Annual dues of active members shall be $25. **Annual dues of active members may be increased by a majority vote of the Representative Assembly up to a maximum of .003 times the national average annual salary of instructional staff. Any increase beyond said amount or any decrease in the annual dues shall require a two-thirds vote of the Representative Assembly.**

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 5

TITLE: TO INCREASE THE LIFE MEMBERSHIP FEE FROM 20 (22) TO 40 (42) TIMES THE ANNUAL ACTIVE MEMBERSHIP DUES AND TO PROVIDE THAT NEW LIFE MEMBERS WILL RECEIVE IN ADDITION TO THE JOURNAL ADDITIONAL PUBLICATIONS APPROVED BY THE BOARD AND TO CONTINUE THE PRIVILEGES OF LIFE MEMBERS ENROLLED PRIOR TO JULY 1972.

Article I—Membership

Section 4. Life Members. Any person eligible for active membership may become a life member upon payment of an amount equal to [20] **40** times the annual active membership dues, or [22] **42** times the annual active membership dues if paid in equal installments over a period of 10 years, pursuant to regulations adopted by the Board of Directors. A life member shall have all rights and privileges of an active member for life and in addition, shall receive [Today's Education, the Research Bulletin, and the annual volume of Proceedings.] **any additional publications which may be approved by the Board of Directors.** Any person eligible for associate membership may become an associate life member upon the payment of the same dues as those for active life members, pursuant to the regulations adopted by the Board of Directors. An associate life member shall have the rights and privileges of an associate member for life and, in addition, shall receive [Today's Education, the Research Bulletin, and the annual Proceedings.] **any additional publications which may be approved by the Board of Directors. A member who was a life member prior to July 1972 shall continue to receive Today's Education, the Research Bulletin, and the annual volume of Proceedings.**

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 6

TITLE: TO DISCONTINUE NEW LIFE MEMBERSHIPS BUT CONTINUE PRIVILEGES OF LIFE MEMBERS ENROLLED PRIOR TO JULY 1972.

Article I—Membership

(Delete current Section 4 and substitute as follows:)

Section 4. Life Members. **Any person who was a life member prior to July 1972 shall have all rights and privileges of an active member for life and, in addition, shall receive Today's Education, the Research Bulletin, and the annual volume of Proceedings. Any person who was an associate life member prior to July 1972 shall have all rights and privileges of an associate member for life and, in addition, shall receive Today's Education, the Research Bulletin, and the annual volume of Proceedings.**

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 7

TITLE: TO DELETE THE REQUIREMENT OF AUTOMATIC SUSPENSION OF MEMBERS UPON CONVICTION OF A CRIME OF MORAL TURPITUDE.

Article I—Membership

Section 14. Expulsion and Reinstatement of Members. The Executive Committee shall have the power in cases other than ethics to censure, suspend, or expel any member for cause, after due notice and hearing. When a state or local association is expelled, the Executive Committee shall have the power to censure, suspend, or expel the members of such association. The Executive Committee shall have the power to review a hearing conducted by the Committee on Professional

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Ethics and to affirm, reject, or modify the decision rendered therein. [However, any member who stands convicted by a court learned in the law of a crime involving moral turpitude shall be automatically suspended from membership in the Association.] The Executive Committee shall have the power to reinstate any suspended or expelled member.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 8

TITLE: TO PROVIDE FOR A SURVIVOR MEMBERSHIP CATEGORY WITH A SINGLE MEMBERSHIP FEE OF $25.

Article I—Membership

(Add new section.)

Section 10. Survivor Members. Any person who is not otherwise eligible for active membership and who is a surviving spouse of a person who at the time of death was a member of the Association may become a survivor member upon the payment of a single membership fee of $25. Survivor members shall have the right to continue where permitted by law and by contract participation in such member services as were participated in by the member at the time of his death and shall be entitled to receive such publications of the Association as may be approved by the Board of Directors. Survivor members shall not have the right to vote, to serve as a delegate to the Representative Assembly, or to hold elective or appointive office in the Association.

Section 16. Cessation of Property Interest. All right, title, and interest, both legal and equitable, of a member in and to the property of the Association shall cease and desist in the event of any of the following: (a) suspension, expulsion, or dropping from membership; (b) death, **except to the extent that membership may be available to a surviving spouse,** or resignation.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 9

TITLE: TO PLACE IN THE BYLAWS THE PROCEDURE FOR ELECTION OF STATE DIRECTORS AND TO CLARIFY THE PROCEDURE FOR FILLING VACANCIES.

Article IV—Board of Directors

Election and Term of State Directors

Section 2 **(a) Qualifications. A candidate for the position of NEA Director shall meet the qualifications required in Article II, Section 2.**

(b) Election. Each state, commonwealth, the Overseas Education Association, and the District of Columbia shall elect its own director or directors in accordance with **these** procedures [and safeguards provided in the Standing Rules]. **Only NEA members shall participate in the nomination and election of NEA Directors. Nominations of NEA Directors shall be open, and they shall be elected by secret ballot within their respective states. The NEA Director shall be elected by the NEA members who are delegates to the state representative body or by all NEA members in the state. A majority vote of those voting shall be necessary to elect an NEA Director. If a second balloting is needed to determine a winner, the two candidates with the highest number of votes in the first election shall be the nominees. Results of the election shall be certified by the state executive secretary and submitted to the NEA executive secretary prior to the annual meeting of the Association. Any question or dispute as to such election shall be presented in writing by the aggrieved and shall be decided by the state affiliate subject to the right of appeal by the aggrieved to the Bylaws and Rules Committee, which shall hold a hearing and make a recommendation to the Board of Directors for its determination.**

(c) Terms. The term of state directors shall be for three years except when a state, commonwealth, the Overseas Education Association, or the District of Columbia qualifies for more than one state director, the state delegation may establish a first term of less than three years to prevent simultaneous terms. Members of the Board of Directors may not serve more than three (3) consecutive elected terms. If the position of an additional director is initially filled for a term of less than three years, the state, commonwealth, the Overseas Education Association, or the District of Columbia shall be entitled to elect the same or another person for the unused portion of the three-year position. All terms shall begin as of midnight on the day of adjournment of the Representative Assembly. The nominees shall be specifically designated according to position and term of office at the time of their nomination.

(d) Vacancies. Vacancies arising in the office of state director shall be filled upon recommendation of the state association by the Board of Directors when in session, or when not in session, by the Executive Committee. Terms of persons filling vacancies shall extend to the [next annual session of the Representative Assembly at which time a director shall be elected for the remainder of the unexpired term] **first opportunity that a successor director may be elected in accordance with the regular election procedure.**

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 10

TITLE: TO PERMIT THE BOARD OF DIRECTORS TO ESTABLISH POLICIES OF CONDUCT FOR DIRECTORS AND EMPOWER THE BOARD TO TAKE DISCIPLINARY ACTION FOR VIOLATIONS OF SUCH POLICIES.

Article IV—Board of Directors

(Add new section 4 (g).)

(g) Conduct of Directors. The Board of Directors shall have the power to adopt policies governing the conduct of its members and to take disciplinary action against any member who violates said policies.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 11

TITLE: TO PERMIT THE STUDENT NEA TO ESTABLISH AND COLLECT STUDENT NEA DUES.

Article I—Membership

Section 9. Student Members. Any student enrolled in a teacher-education program in a college or university may become a Student NEA member by joining a chapter of the Student National Education Association. [Annual dues of student members shall be $2.] **Annual dues of student members shall be payable to Student NEA in such amounts as may from time to time be established by the Student NEA.** A student member shall have all the rights and privileges of an associate member. A student member may become an associate life member upon the payment of the same dues as those for active life membership, pursuant to regulations of the Board of Directors, which membership may be converted to an active life membership when the member fulfills the qualifications for active life membership.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 12

TITLE: TO PROVIDE FOR STUDENT REPRESENTATION AND VOTING PRIVILEGES AT THE REPRESENTATIVE ASSEMBLY (BASED ON THE RATIO OF ONE DELEGATE AND ONE ALTERNATE FOR EACH 100 SNEA MEMBERS, UP TO AND INCLUDING 500 MEMBERS, AND ONE DELEGATE FOR EACH ADDITIONAL 500 MEMBERS).*

*These two amendments were submitted as a single amendment because they are dependent upon each other.

Article VII—Representative Assembly

Section 4. State Delegates. Each affiliated state, commonwealth association, the Overseas Education Association, and the District of Columbia shall be entitled to select from its own membership one state delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active or life members of the Association, up to and including 500 members. **In addition, the Student NEA shall be entitled to select from its membership one state delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, up to and including 500 members.** An association shall be entitled from its own membership to one delegate and one alternate for each additional 500 such members or major fraction thereof. Delegates and alternates from states requiring both NEA and state association membership of delegates to the state's representative assembly must be members of both the state association and the NEA.

Article I—Membership*

Section 9. Student Members. Any student enrolled in a teacher-education program in a college or university may become a Student NEA member by joining a chapter of the Student National Education Association. Annual dues of student members shall be $2. A student member shall have all the rights and privileges of an associate member **and in addition shall be entitled to vote for student delegates to the NEA Representative Assembly and to serve as a delegate to the NEA Representative Assembly as provided in Article VII.** A student member may become an associate life member upon the payment of the same dues as those for active life membership, pursuant to regulations of the Board of Directors, which membership may be converted to an active life membership when the member fulfills the qualifications for active life membership.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 13

TITLE: TO REQUIRE STATE ASSOCIATIONS TO TRANSMIT 40 PERCENT OF NEA DUES BY MARCH 1 AND 70 PERCENT BY JUNE 1 IN ORDER THAT THEIR DELEGATES BE SEATED AT THE REPRESENTATIVE ASSEMBLY.

Article VII—Representative Assembly

Section 4. State Delegates. Each affiliated state, commonwealth association, the Overseas Education Association, and the District of Columbia shall be entitled to select from its own membership one state delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active or life members of the Association, up to and including 500 members. An association shall be entitled from its own membership to one delegate and one alternate for each additional 500 such members or major fraction thereof. **State associations must transmit to NEA 40 percent of NEA dues by March 1 and 70 percent of NEA dues by June 1 or the delegates of that state shall not be seated in the NEA delegate assembly at the annual meeting.** Delegates and alternates

from states requiring both NEA and state association membership of delegates to the state's representative assembly must be members of both the state association and the NEA.

—Submitted by the New Hampshire and Wisconsin delegations.

AMENDMENT NUMBER 14

TITLE: TO PROVIDE THAT EACH STANDING COMMITTEE, JOINT COMMITTEE, COMMISSION, AND COUNCIL SHALL INCLUDE AT LEAST ONE PERSON FROM A MINORITY GROUP.

Article VIII—Standing Committees, Joint Committees, Commissions, and Councils

Section 3. Selection of Members. The president of the Association shall appoint the members of the standing committees, including the chairmen, except that appointments to the Committee on Professional Ethics shall be approved by the NEA Executive Committee. Unless otherwise provided by the Representative Assembly, members of commissions and councils shall be selected by the Executive Committee. The number of classroom teacher members shall be in compliance with the ratio (at least 75 percent) called for by the Representative Assembly. In the event that a classroom teacher is appointed to a position and ceases to be a classroom teacher prior to the expiration of his term, he shall resign and be replaced by a classroom teacher. **Each standing committee, joint committee, commission, and council shall include at least one member of a minority group.** Except as otherwise provided by the Executive Committee, the terms of members of committees, commissions, and councils shall begin at the close of the annual session of the Representative Assembly.

—Submitted by 50 delegates.

AMENDMENT NUMBER 15

TITLE: TO ESTABLISH 10 NEA REGIONS AND IDENTIFY THE STATE UNITS IN EACH.

(New article IX, renumber subsequent articles.)

Article IX. **Composition of NEA Regions**

Section 1. For carrying on the work of this Association the states and territories shall be grouped into 10 regions as follows beginning in July 1972:

New England—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

East Coast—Delaware, New Jersey, New York, Pennsylvania.

Mid-Atlantic—District of Columbia, Maryland, Overseas, Virginia, West Virginia.

South East—Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Virgin Islands.

Midwest—Illinois, Indiana, Kentucky, Michigan, Ohio.

North Central — Iowa, Minnesota, Nebraska, North Dakota, South Dakota, Wisconsin.

South Central — Arkansas, Kansas, Missouri, Oklahoma, Texas.

Mountain States—Arizona, Colorado, Nevada, New Mexico, Utah, Wyoming.

West Coast—California, Hawaii.

Northwest—Alaska, Idaho, Montana, Oregon, Washington.

—Submitted by 50 delegates.

AMENDMENT NUMBER 16

TITLE: TO REQUIRE EXPULSION OF STATE AFFILIATES WHICH DO NOT IMPLEMENT PLANS FOR UNIFICATION BY SEPTEMBER 1, 1974.

Article IX—Affiliated Associations

Section 3. State Affiliates. The state education association or associations in any state, commonwealth, the Overseas Education Association, and the District of Columbia shall be eligible for affiliation with the Association and shall be designated as state affiliates. Such affiliates shall be entitled to representation at meetings of the Representative Assembly, as provided in Article VII, Section 4. The annual dues of a state affiliate shall be $25, except that the dues shall be waived in unified dues states. State affiliates shall receive such publications of the Association and such services as may be approved by the Board of Directors. Beginning with the 1972-73 membership year all state affiliates shall have adopted (a) the policy of unified membership, or (b) a plan for the implementation of such a policy. Any state affiliate which [has not met one of the above conditions relative to unification by September 1, 1972,] **has not implemented this plan of unification by September 1, 1974,** shall be expelled as provided in Article V, Section 3 (c). Unified local affiliates and individual NEA members in a state wherein the state affiliate has been expelled shall be entitled, where qualified, to the membership services of the National Education Association.

—Submitted by 50 delegates.

AMENDMENT NUMBER 17

TITLE: TO REQUIRE STATE AFFILIATES TO ADOPT A POLICY OF UNIFICATION, TO DELETE THE OPTION OF A PLAN FOR IMPLEMENTATION, AND TO CHANGE THE COMPLIANCE DATE FROM SEPTEMBER 1, 1972, TO SEPTEMBER 1, 1973.

Article IX—Affiliated Associations

Section 3. State Affiliates. The state education association or associations in any state, commonwealth, the Overseas Education Association, and the District of Columbia shall be eligible for affiliation with the Association and shall be designated as state affiliates. Such affiliates shall be entitled to representation at meetings of the Representative Assembly as provided in Article VII, Section 4. [The annual dues of a state affiliate shall be $25, except that the dues shall be waived in unified dues states.] State affiliates shall receive such publications of the Association and such services as may be approved by the Board of Directors. Beginning with the [1972-73] **1973-74** membership year all state affiliates shall have adopted [(a)] the policy of unified professional membership [, or (b) a plan for the implementation of such a policy]. Any state affiliate which has not met [one of] the above condition **on** [relative to] unification by September 1, [1972] **1973** shall be expelled as provided in Article V, Section 3 (c). Unified local affiliates and individual NEA members in a state wherein the state affiliate has been expelled shall be entitled, where qualified, to the membership services of the National Education Association.

—Submitted by the Illinois and Kansas delegations.

AMENDMENT NUMBER 18

TITLE: TO REQUIRE PUBLICATION OF PROPOSED AMENDMENTS IN AN NEA PUBLICATION SENT TO ACTIVE MEMBERS INSTEAD OF SPECIFYING PUBLICATION IN THE JOURNAL OF THE ASSOCIATION.

Article XIV—Amendments

Section 1. Amendments to the Bylaws. These Bylaws may be amended at a meeting of the Representative Assembly by a two-thirds vote if the proposed change shall have been presented in writing to the Committee on Bylaws and Rules and read by title at the preceding annual session and the text of the proposed change shall have been printed in the convention Proceedings and in [the Journal of the Association] **an NEA publication sent to active members** at least 60 days in advance of such session, or if unanimous consent is given for taking such a vote without such advance notice. Amendments to the Bylaws may be so presented only (a) by the Bylaws and Rules Committee, or (b) with the concurrence of at least two state or other authorized delegations in the Representative Assembly evidenced in each case either by a majority vote of the delegation at a regularly called meeting of the delegation held in connection with the annual meeting or by a petition signed by a majority of the members of the delegation, or (c) by petition of any 50 accredited delegates.

—Submitted at the request of the Board of Directors by the Bylaws and Rules Committee.

AMENDMENT NUMBER 19

TITLE: TO PERMIT THE EXECUTIVE COMMITTEE TO REDUCE NEA DUES IN A LOCAL COMMUNITY FOR A MAXIMUM PERIOD OF ONE YEAR IF IT IS NECESSARY TO ASSIST IN THE ORGANIZATION OF MEMBERS.

Article V—Executive Committee

Section 3. Powers and Duties

(Addition to Section 3 e.)

The Executive Committee may authorize a reduction in NEA dues in a specific local community for a period of up to one year when, in its judgment, such action would assist the organization of members in that community. It shall report each authorization and the reasons for granting it to the Board of Directors at the meeting of the Board immediately subsequent to the action.

—Submitted by the Maine and West Virginia delegations.

Rules Amendments

AMENDMENT NUMBER 1

Rule 6. Order of Business

(Add new sections.)

(m) Any person, chairman, or member who is reporting committee, task force, and commission

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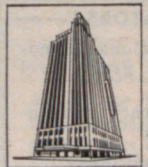

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results (already printed) and those individuals who are discussing preliminary reports (already printed) shall not speak more than 10 minutes unless permission is granted by majority vote of the Representative Assembly.

(n) A member may yield the microphone or speaking time to another so designated by the member or person for balance of allotted time or the full 10 minutes.

INTENT: to expedite the business of the Representative Assembly.

—Submitted by 25 delegates.

AMENDMENT NUMBER 2

Rule 6. Order of Business

(Addition to section d.)

Any delegate who is recognized by the chair shall give his name, educational position, and state and shall indicate whether he is speaking as an individual or as spokesman for his state delegation before speaking to a point under discussion. No member shall speak in debate more than twice to the same question during the same meeting, no longer than two minutes at one time if speaking as an individual or three minutes at one time if speaking for his delegation, unless permission is granted by a majority vote of the Representative Assembly.

INTENT: to spell out procedures for delegates wishing to speak to the Representative Assembly.

—Submitted by 25 delegates.

AMENDMENT NUMBER 3

Rule 8. Standing Committee

(Amend a and b only.)

(a) To submit verbatim to the Resolutions Committee the C-resolutions adopted by the previous Representative Assembly. [Changes or amendments for C-resolutions may be offered by this committee. Such] **Any** changes **or amendments offered** will appear separately, attached to the original C-resolution;

(b) To collect and categorize new resolutions. If clarification of a resolution seems necessary, the committee may make such changes.

The committee shall synthesize related resolutions into a common resolution where possible.

[In the event of either of the above procedures, the committee will send the final resolution plus all resolutions from which it was prepared to the Resolutions Committee and the original draftee(s).]

[Controversial issues may have more than one resolution sent to the full Resolutions Committee.]

All resolutions received by the Standing Committee shall be submitted to the full Resolutions Committee along with any changes or consolidations recommended by the Standing Committee. (Any modifications of resolutions will be reported to the state delegations of the original draftee.)

INTENT: to clarify the wording of Standing Rule 8 and make it consistent with practice.

—Submitted by 25 delegates.

AMENDMENT NUMBER 4

Rule 8. Standing Committee

(a) To submit verbatim to the Resolutions Committee the C-resolutions adopted by the previous Representative Assembly. [Changes or amendments for C-resolutions may be offered by this committee. Such changes will appear separately, attached to the original C-resolution.] **Where one or more amendments to C-resolutions are submitted, this committee may edit or, in the case of similar amendments, may combine these into a single amendment. All proposed amendments must be attached to the final copy when presented to the Resolutions Committee.**

(b) To collect and categorize new resolutions. If clarification of a resolution seems necessary, the committee may make such changes.

The committee shall synthesize related resolutions into a common resolution where possible.

In the event of either of the above procedures, the committee will send the final resolution plus all resolutions from which it was prepared to the Resolutions Committee and the original draftee(s).

Controversial issues may have more than one resolution sent to the full Resolutions Committee;

[(c) To draft new proposed resolutions.]

INTENT: to insure that all proposed amendments to C-resolutions are received by the Resolutions Committee and preclude the Standing Committee from proposing new resolutions on its own.

—Submitted by the Connecticut delegation.

NOTE: The substance of proposed amendments #5 and #6 to Rule 8 of similar intent, submitted at the 1971 Representative Assembly, have been combined as printed in the following paragraph:

State Representatives. [The accredited delegates to the Representative Assembly from each state shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors.] **Each state unit shall elect as many delegates (and their alternates) as it has NEA directors. Only NEA members shall participate in the nomination and election of state representatives and alternates who shall serve on the Resolutions Committee. The state representatives and alternates on the Resolutions Committee shall be elected by the NEA members to the state representative body or by all NEA members in the state.** [They shall serve for one year commencing at the close of the last meeting of the Representative Assembly.] **The term of office shall be two years, except that when each unit qualifies for more than one delegate, the state delegation may establish a first term of less than two years to prevent simultaneous terms.** No individual shall serve more than six consecutive [terms] **years** as delegate. [to be effective after the meeting of the 1970 NEA Representative Assembly. Elections shall take place at the third business meeting of the state delegation at the time and place designated in the annual program by the president of the Association.]

—Combined from amendment #5 submitted by 25 delegates and amendment #6 submitted by the Iowa delegation.

AMENDMENT NUMBER 7

Rule 9. Presentation

Proposed Amendments to both the Bylaws and the Standing Rules shall be checked, reviewed, and, if necessary, edited by the Committee on Bylaws and Rules and presented by title by the chairman of the committee to the Representative Assembly at a meeting on the final day of the session of the Representative Assembly, and printed in full in the convention Proceedings and official publications of the Association. The editing rights of this committee shall include that of combining two or more amendments of a similar intent into a single amendment, if the final amendment is agreed to by the majority of each group making the original amendments involved. **Titles and texts of proposed amendments to the Bylaws and Standing Rules shall be available upon request to any NEA member no later than 90 days following adjournment of the Representative Assembly.**

INTENT: to establish a date by which proposed amendments to the Bylaws and Standing Rules shall be available to NEA members.

—Submitted by 25 delegates.

AMENDMENT NUMBER 8

Rule 10. Campaign Expenses

Candidates for president-elect shall be limited to an expenditure of [$10,000 for campaign purposes plus an expenditure of $5,000 for transportation, food, and lodging while traveling out of state for campaign purposes] **$15,000.** Candidates for Representative Assembly delegate to the Executive Committee **and treasurer** shall be limited to an expenditure of [$3,000 for campaign purposes, plus an expenditure of $2,000 for transportation, food, and lodging while traveling out of state for campaign purposes] **$7,500.**

INTENT: to allow candidates more leeway as to how the money should be spent without restriction as to item and to include the office of treasurer under the same limitations as those for the Executive Committee.

—Submitted by 25 delegates.

AMENDMENT NUMBER 9

Rule 10. Advance Filing and Publicity

(Add to second paragraph, at end of first sentence.)

The list of candidates printed on the ballot and in other printed materials of the NEA used in facilitating elections shall be limited to candidates who have filed credentials with the Executive Secretary of the NEA by March 1, effective 1973.

INTENT: names of candidates who do not file credentials by March 1 will not appear on the ballot or on other printed materials of the NEA, effective 1973.

—Submitted by the Tennessee delegation.

AMENDMENT NUMBER 10

Rule 10. Campaign expenses

. . . . **A report of anticipated campaign expenses shall be made by each candidate to the Committee**

on Bylaws and Rules by noon the day before the election. The Committee on Bylaws and Rules shall report to the Representative Assembly the total expenses reported to it by the candidates. In addition, candidates for office shall submit a written report to the Board of Directors by August 1 following the election, itemizing all campaign expenditures and the sources of all campaign funds. [In addition, each such report shall include a listing of all out-of-state travel by the candidate during the preceding year which was for purposes other than campaigning.] These reports shall be reviewed by the Board of Directors at its first meeting following the August 1 deadline. In the event the Board determines that a candidate has failed to comply fully and accurately with these rules, his election, if successful, shall be declared forfeit. All reviewed reports shall be published in an NEA publication sent to every active member before December 31 of the election year.

INTENT: to provide for accountability to the Representative Assembly regarding campaign expenses.

—Submitted by 25 delegates.

AMENDMENT NUMBER 11

Rule 10. Campaign Expenses

Candidates for president-elect shall be limited to an expenditure of [$10,000 for campaign purposes, plus an expenditure of $5,000 for transportation, food, and lodging while traveling out of state for campaign purposes] **$15,000.** Candidates for Representative Assembly delegate to the Executive Committee shall be limited to an expenditure of [$3,000 for campaign purposes, plus an expenditure of $2,000 for transportation, food, and lodging while traveling out of state for campaign purposes] **$7,500.** [Candidates for office shall submit a written report to the Board of Directors by August 1, following the election, itemizing all campaign expenditures and the sources of all campaign funds. In addition, each such report shall include a listing of all out of state travel by the candidate during the preceding year which was for purposes other than campaigning. These reports shall be reviewed by the Board of Directors at its first meeting following the August 1 deadline. In the event the Board determines that a candidate has failed to comply fully and accurately with these rules, his election, if successful, shall be declared forfeit. All reviewed reports shall be published in an NEA publication sent to every active member before December 31 of the election year.] **A report of campaign expenses, including projected expenses, shall be made by each candidate to the Committee on Bylaws and Rules by noon the day before the election. The Committee on Bylaws and Rules shall report to the Representative Assembly, the day before the election, regarding the eligibility of all candidates and whether any candidate has reported campaign expenses in excess of the amount stipulated in Rule 10.**

INTENT: a maximum limit on campaign expenses without itemized breakdown of expenditures and a report on campaign expenses prior to the election with the Representative Assembly determining the eligibility of the candidate.

—Submitted by 25 delegates.

AMENDMENT NUMBER 12

Rule 10. Campaign Expenses

. . . . Candidates **for all elective offices** [for office] shall submit a written report to the Board of Directors by August 1 following the election, itemizing all campaign expenditures and the sources of all campaign funds. [In addition, each such report shall include a listing of all out of state travel by the candidate during the preceding year which was for purposes other than campaigning.] These reports shall be reviewed by the Board of Directors at its first meeting following the August 1 deadline. [In the event the Board determines that a candidate has failed to comply fully and accurately with these rules, his election, if successful, shall be declared forfeit.] All reviewed reports shall be published in an NEA publication sent to [every] active members before December 31 of the election year.

INTENT: to simplify and to remove a provision which is unenforceable. Delegates can decide for themselves if money expended is a valid criterion for being elected.

—Submitted by the Iowa delegation.

AMENDMENT NUMBER 13

Rule 10. Nominations

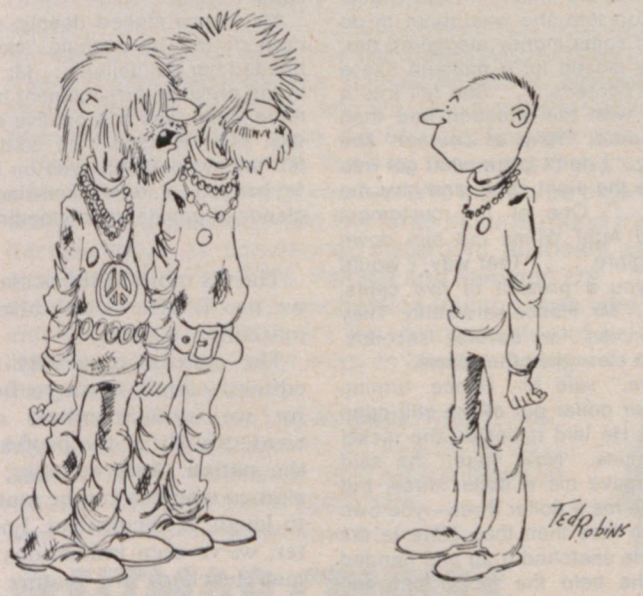
(Changes in sections c and d.)

(c) There shall be not more than one nominating speech [and one seconding speech] for any one candidate. Nominating speeches shall be limited to [five] **two** minutes each. [and seconding speeches to two minutes each.] Persons who will make the nominating speeches [and the seconding speeches] for candidates for the offices of vice-president, treasurer, and members of the Executive Committee, shall be seated on the platform.

(d) The candidates nominated for vice-president shall be given an opportunity to speak for five minutes. Candidates for treasurer and for members of the Executive Committee shall be given two minutes each. [A candidate may choose to eliminate the seconding speech and to have the two minutes added to the time allotted for his acceptance speech.] **A candidate may use the total time allotted for the nominating speech and his speech, as he determines. The total time of seven or four minutes, respectively, may be allocated in any manner desired by the candidate, provided that only two people, including the candidate, are involved.** Speeches made by candidates shall be in reverse order of nominating speeches.

INTENT: 1. to eliminate seconding speeches. 2. to limit nominating speeches to two minutes. 3. to permit candidates to allocate total time but involving only two people, including the candidate.

—Submitted by the Utah delegation.



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AFTER ALL

□ **A college student has rebuked us for** carrying a cartoon in which the father, looking at his daughter's report card, says to the mother, "Takes after you—got an A in speech and flunked math." The student writes that she sees in this cartoon "an aid in the perpetuation of a negative myth about women—insinuating them to be overly talkative, stupid, illogical, etc."

Journal staff members—especially the women!—plead guilty to unintentional insensitivity by failing to see a slur on women as women in this cartoon.

This oversight was unusual, for in choosing cartoons and "Light Touch" material, we do often get mired in disagreement as to how it will strike our readers. A case in point is James Thurber's "The Figgerin' of Aunt Wilma."* We've long thought teachers might share with pupils for whom "figgerin'" presents difficulties the story of Thurber's Aunt Wilma and Mr. Hance, who ran a grocery store in Columbus.

But would boys and girls—especially girls!—see the piece as perpetuating a negative myth about women? To help us decide, we reread portions:

> Aunt Wilma was as honest as the day is long and as easily confused, when it came to what she called figgerin', as the night is dark. Her clashes with Mr. Hance had become a family legend. He was a swift and competent calculator, and nearly fifty years of constant practice had enabled him to add up a column of figures almost at a glance. . . .
>
> I was fortunate enough to be present one day in 1905 when Mr. Hance's calculating and Aunt Wilma's figgerin' came together in memorable single combat. She had wheedled me into carrying her market basket. . . .
>
> Aunt Wilma's purchases amounted to ninety-eight cents. After writing down this sum, Mr. Hance, knowing my aunt, whisked the paper bag around on the counter so that she could examine his addition. It took her some time, bending over and peering through her glasses, to arrive at a fairly reluctant corroboration of his figgerin'. . . . Aunt Wilma took her purse out of her bag and drew out a dollar bill slowly and handed it over, as if it were a hundred dollars she would never see again.
>
> Mr. Hance deftly pushed the proper keys of the cash register, and the red hand on the indicator pointed to $.98. He studied the cash drawer, which had shot out at him. "Well, well," he said, and then, "Hmm. Looks like I haven't got any pennies." He turned back to Aunt Wilma. "Have you got three cents, Mrs. Hudson?" he asked.
>
> That started it.
>
> Aunt Wilma gave him a quick look of distrust. . . . "*You* owe *me* two cents," she said sharply.
>
> "I know that, Mrs. Hudson," he sighed, "but I'm out of pennies. Now, if you'll give me three cents, I'll give you a nickel."
>
> Aunt Wilma stared at him cautiously.
>
> "It's all right if you give him three cents and he gives you a nickel," I said.
>
> "Hush up," said Aunt Wilma. "I'm figgerin'." She figgered for several moments, her mouth working again.
>
> Mr. Hance slipped a nickel out of the drawer. . . . "There is your nickel," he said firmly. "Now you just have to give me three cents."
>
> Aunt Wilma pecked about in her purse and located three pennies. . . . She laid them on the counter . . . and Mr. Hance reached for them. Aunt Wilma was too quick for him. She covered the eight cents with a lean hand. "Wait, now!" she said. . . . "Maybe if I give you a dime . . . and take the eight cents. . . ."
>
> Mr. Hance began to show signs of agitation. . . . "No, no. . . . That way, you would be making me a present of seven cents!" This was too much for Aunt Wilma. . . . The notion that she was about to do herself out of some money staggered her, and her eyes glazed for a moment like a groggy prize fighter's. . . . She fell into a silent clinch with the situation and then her eyes cleared. "Why, of *course!*" she cried brightly. "I don't know what got into me! You take the eight cents and give me a dime. . . ." One of the customers laughed, and Aunt Wilma cut him down with a swift glare. . . . "That way, I would be making you a present of *five* cents, Mrs. Hudson," Mr. Hance said stiffly. They stood motionless for several seconds, each trying to stare the other down.
>
> "Now, here," said Mr. Hance, turning and taking her dollar out of the still open cash drawer. He laid it beside the nickel and the pennies. "Now, here," he said again. "You gave me a dollar three, but you don't owe me a dollar three—you owe me five cents less than that. Here is the five cents." He snatched it up and handed it to her. She held the nickel between thumb and forefinger, and her eyes gleamed briefly, as if she at last comprehended the peculiar deal, but the gleam faded. Suddenly she handed him his nickel and picked up her dollar and her three cents. "I've rung up the ninety-eight cents, Mrs. Hudson," said Mr. Hance quickly. "I must put the dollar back in the till. . . . I tell you what. If you'll give me the dollar, I'll give you the nickel and we'll call it square." She obviously didn't want to take the nickel or give up the dollar, but she did, finally. . . .
>
> I was a timid boy, but I had to plunge into the snarl, if only on behalf of the family honor. "Gee, Aunt Wilma," I told her, "if you keep the nickel, he's giving you everything for ninety-five cents."
>
> Mr. Hance . . . was afraid I was going to get him in deeper than he already was. "It's all right, son," he said . . . but I wasn't going to give up.
>
> "Gee whizz, Aunt Wilma," I complained, "you still owe him three cents. Don't you see that?". . .
>
> "I never owed him three cents in my life," she said tartly. "He owes me two cents. You stay out of things you don't understand."
>
> "It's all right," said Mr. Hance again, in a weary voice. . . .
>
> "Now, wait!" she cried suddenly. . . . "I think I have the right change after all." She put back on the counter the nickel she had been clutching in her left hand, and then she began to peck at the coins in her purse and, after a good minute, arranged two quarters, four dimes, Mr. Hance's nickel, and three pennies on the counter. "There," she said, her eyes flashing triumph. "Now you give me my dollar back."
>
> Mr. Hance sighed deeply, rang out the cash drawer by pushing "No Sale," and handed her the dollar. . . . Mr. Hance, who in the previous arrangement had been out three cents, was now out five cents. "Good day, Mrs. Hudson," he said grimly. He felt my sympathetic eyes on him, and we exchanged a brief, knowing masculine glance of private understanding.

There's more to the account, but can we use it after that "brief, knowing masculine glance"?

The editors—especially the women editors!—don't mean to be facetious, for we want members of our sex treated fairly in the profession and in the nation. And, actually, we're sure women teachers can be mature enough to laugh at themselves. For that matter, we've seen indications lately that men teachers are mature enough to laugh at *them*selves too. □

*Copr. © 1953 James Thurber. From "The Figgerin' of Aunt Wilma," in THURBER COUNTRY, published by Simon & Schuster. Originally printed in THE NEW YORKER.

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